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ABSTRACT

The purpose of this teaching guide is to orient preschool teachers to the unique needs and abilities of the four-year-old child and to offer a suggested program of pre-kindergarten activities. Specific capabilities characteristic of the four-year-old are listed, followed by the scope of the preschool program in the areas of cognitive development, language development, personal and social development, creative thinking, and motor skills. A daily schedule and suggestions for room arrangement are also presented. Specific activities are grouped under the headings: (1) living together--block center, water play, sand play, woodworking center, housekeeping center; (2) enjoying foods--peeling vegetables, applesauce, party food, popping corn, ice cream, oranges or lemons, peas, whipping cream, concentrated foods, flour tortillas; (3) art activities; (4) recreation--walking, crawling, jumping, climbing and running, wheel toys, digging and gardening, whole body movements, parts of body movements, eye motor coordination, auditory visual matching; (5) new experiences--bathing the baby, playing store, doll's birthday party, beauty shop, playing doctor and nurse, playing school, sewing, shaving, going places, train games; (6) interesting discoveries--self-awareness, animals, plants, air, sound; (7) now and then--Halloween, Thanksgiving, Christmas, Easter; (8) guiding the teacher--classroom organization, parent meetings, additional enrichment, supplementary materials, bibliography. Instructions are given in both Spanish and English for most activities. (KM)

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THE YOUNG CHI

LEARNS

A GUIDE FOR FOUR-Y

CORPUS CHRISTI PUBLIC SCHO

Corpus Christi, Texas

PS 005501

Division of Instruction
July, 1971

Level II

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THE YOUNG CHILD

LEARNS

A GUIDE FOR FOUR-YEAR-OLDS

CORPUS CHRISTI PUBLIC SCHOOLS
Corpus Christi, Texas

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PHILOSOPHY OF THE CORPUS CHRISTI PUBLIC SCHOOLS

The schools are committed to helping all boys and girls develop the competencies required for active participation in the American way of life. This premise is the foundation for the tenets of the philosophy of the Corpus Christi Public Schools:

- We believe the schools exist primarily for the benefit of boys and girls of the community they serve. Therefore, the schools should provide an educational program to meet the individual needs of every student.

- We believe the curriculum should provide broad subject matter areas and educational programs within which the principal, the teacher, and the student have latitude and discretion.

- We believe an organized program of teaching and learning is essential for pupils to learn directly from valuable experiences and to develop a sense of belonging through opportunities provided in the total process.

- We believe pupils should learn that certain duties and responsibilities go with the privileges they enjoy in our democratic community, state, and nation.

OBJECTIVES OF THE CORPUS CHRISTI PUBLIC SCHOOLS

The schools are dedicated to giving every child the best education possible as preparation for living in a democratic society. Therefore, they seek

- To develop in every child a love of and appreciation for the rights, the privileges, and the responsibilities guaranteed by our form of government
- To provide opportunities for the individual to develop aptitudes and abilities as well as to acquire skills and knowledge necessary to meet the demands of a constantly changing society
- To provide a program of learning that encourages the child to develop to the limits of his capacity, with the program having opportunity for the child
  - To obtain an education suitable to his personal abilities, interests, and needs
  - To develop mentally, morally, emotionally, socially, and physically so as to be better able to cope with life's problems
  - To acquire cultural and aesthetic understandings and gain appreciation for the fine arts
  - To learn the meaning of good citizenship and democracy through participation and interest in community and world affairs
  - To develop an appreciation for our American heritage and democratic way of life

TEACHING GUIDE

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CONTENTS

CONTENTS

Page

Philosophy 1
Introduction 3
Characteristics of the Four-Year-Old 4
Scope 6
Schedule 8
Suggestions for Room Arrangement 9

LIVING TOGETHER

Block Center 12
Water Play 14
Sand Play 16
Woodworking Center 18
Housekeeping Center 20

ENJOYING FOODS

Peeling Vegetables 24
Applesauce 26
Party Food 28
Popping Corn 30
Ice Cream 32

CONTENTS

Page
. . . . 1
. . . . 3
. . . . 4
. . . . 6
. . . . 8
. . . . 9
. . . . 12
. . . . 14
. . . . 16
. . . . 18
. . . . 20
. . . . 24
. . . . 26
. . . . 28
. . . . 30
. . . . 32

Page
Oranges or Lemons 34
Peas 36
Whipping Cream 38
Concentrated Foods 40
Flour Tortillas 42

ART ACTIVITIES

Art Activities for the Four-Year-Old 47

RECREATION

Walking, Crawling, Jumping 50
Climbing and Running 52
Wheel Toys 54
Digging and Gardening 56
Whole Body Movements 58
Parts of Body Movements 60
Eye Motor Coordination 62
Eye Motor Coordination (continued) 64
Auditory Visual Matching 66

Page

NEW EXPERIENCES

Bathing the Baby 70
Playing Store 72
Doll's Birthday Party 74
Beauty Shop 76
Playing Doctor and Nurse 78
Playing School 80
Sewing 82
Shaving 84
Going Places 86
Train Games 88

INTERESTING DISCOVERIES

Self-awareness 92
Animals 94
Plants 96
Air 98
Sound 100

NOW AND THEN

Halloween 104
Thanksgivin
Christmas
Easter . .

GUIDING THE TE

Classroom O
Health a
Teaching
Suggestions
Parents
Parent C
Additional
Music .
Finger Pl
Games .
Supplementar
Filmstrip
Check Lis
Bibliography

Page

. . . 70
. . . 72
. . . 74
. . . 76
. . . 78
. . . 80
. . . 82
. . . 84
. . . 86
. . . 88

. . . 92
. . . 94
. . . 96
. . . 98
. . . 100

. . . 104

Page

Thanksgiving 106
Christmas 108
Easter 110

GUIDING THE TEACHER

Classroom Organization 114
  Health and Safety 117
  Teaching Techniques 118
Suggestions for
  Parents Meetings 121
  Parent Conferences 153
Additional Enrichment
  Music 154
  Finger Play 168
  Games 173
Supplementary Materials
  Filmstrips 175
  Check List 178
Bibliography 181

Philosophy

The Early Childhood program recognizes that each child has the inherent right to develop to his fullest potential: physically, socially, emotionally and intellectually. While each child may differ in rate of growth and personal characteristics, all children have the same essential needs for love, security, and physical well being.

Early childhood is the stage of growth when vital attitudes and commitments are established. Trust, acceptance of authority, concern for others, and belief in self, develop from experiences and relationships the child encounters. It is from this foundation that formal learnings grow.

The teacher, therefore, establishes an atmosphere of warmth and love so necessary for children. The acceptive attitude of the teacher reflects itself not only in pupil-teacher interpersonal relations but also in the classroom environment. This is enhanced through the selection and arrangement of materials, complying with the interest and developmental level of each pupil, and through stimulating activities which promote language and cognitive development.

The early childhood program demands parental involvement through which the young child receives endorsement, reinforcement of academic achievement, and motivation for continued accomplishments.

INTRODUCTION

Preschool classes are composed of children from the ages of f
room equipment and furnishings are selected and arranged espe
group. The teachers provide an atmosphere that is warm and w

Since beginning preschool is a new experience, this may prese
such as leaving mother, adjusting to other adults, and being
This calls for patience and understanding on the part of both

The teacher realizes that most of the children are exuberant
gate the entire world. They are over-active, restless, and e
span is short. They have difficulty in making decisions, oft
so fast it is difficult to keep up with them.

Some of the children, however, may be withdrawn, displaying l
ing no enthusiasm for learning or participating in group acti

Modified behavioral techniques for these youngsters do not im
ment from group activities for indefinite periods. The Presc
care for the specific needs of each individual through compre
socializing processes.

Arrangement of classroom equipment and materials to establish
ment is of major importance in preventing disruptive incident
Organization," will serve as a guide for establishing center

The various materials included in each section of the prescho
the opportunity of selecting experiences uniquely appropriate
them at a time when optimum learning may occur. The children
interest, will help the teacher determine the amount of time
these activities may carry such interest for the children tha
the school year. This guide is intended as a flexible tool t
for the teacher and the children to share delightful learning

INTRODUCTION

omposed of children from the ages of four to five years old. The class-
ishings are selected and arranged especially for the needs of this age
ovide an atmosphere that is warm and welcoming for each child.

ol is a new experience, this may present difficulties for some children
adjusting to other adults, and being with children they do not know
and understanding on the part of both teacher and parent.

at most of the children are exuberant and eager to reach out and investi-
They are over-active, restless, and easily fatigued. Their attention
ve difficulty in making decisions, often changing directions in activities
to keep up with them.

owever, may be withdrawn, displaying little or no curiosity and evidenc-
earning or participating in group activities.

hniques for these youngsters do not imply corporal punishment or banish-
ies for indefinite periods. The Preschool Program should be planned to
eeds of each individual through comprehensive and carefully developed

m equipment and materials to establish a "conducive to learning" environ-
ance in preventing disruptive incidents. The section, entitled "Classroom
ve as a guide for establishing centers for the classroom environment.

ncluded in each section of the preschool guide provide the teacher with
cting experiences uniquely appropriate for her class and of presenting
imum learning may occur. The children, through their expression of
teacher determine the amount of time for each experience. Some of
rry such interest for the children that they will be repeated during
guide is intended as a flexible tool to permit creativity and freedom
children to share delightful learning experiences.

CAPABILITIES CHARACTERISTIC OF T

The child will be able to

- feed and dress himself
- wash himself
- attend to toilet needs
- participate in wood-working skills such as painting, sandpapering and pounding nails
- use scissors with blunt points
- pound and roll clay
- use large crayons
- engage in singing games
- make a running broad jump and a standing broad jump
- begin to skip
- balance himself on one foot for several seconds
- perform well on the walking board
- throw a ball with a strong overhand throw

The child will be able to

- construct puzzle containing
  pieces
- make design with color cubes
- throw bean bags into a baske
- string beads
- play with balls about 12 inc
- button and unbutton clothing
- lace his shoes with ease
- find pleasure in feats of fi
- draw in more detail than whe
  age
- combine a vertical and horiz
  into a cross

Tips for Teachers:

All children grow and develop in the same general pattern; however, there are great dif
develop in the same order since growth proceeds from the head downward. The first stag
muscles of the head and neck, progressing to the sequence of sitting, crawling, and sta
muscle control to fine motor skills.

ILITIES CHARACTERISTIC OF THE FOUR - YEAR - OLD

The child will be able to

- construct puzzle containing five to eight pieces
- make design with color cubes
- throw bean bags into a basket or box
- string beads
- play with balls about 12 inches in diameter
- button and unbutton clothing
- lace his shoes with ease
- find pleasure in feats of fine coordination
- draw in more detail than when 3 years of age
- combine a vertical and horizontal stroke into a cross

The child will be able to

- conduct routine habits automatically
- expand interests through community excursions
- enjoy imitating adult activities such as housekeeping and cooking duties
- participate in gardening activities
- spend five to ten minutes on an interest activity
- exhibit social graces such as "please" and "thank you"
- work with one group for a limited time and then explore a new group
- exhibit initial signs of empathy for his peers
- show signs of cooperative endeavor
- exhibit some characteristics of sex-role identification
- put his toys away if he is supervised
- play in a group of two or three children

ttern; however, there are great differences in their progress. We can expect that children will
the head downward. The first stage, sitting and locomotion, consists in gaining control of the
uence of sitting, crawling, and standing. Thus the muscular development progresses from large

THE YOUNG CHILD -- LEARNS
A Guide for Four-Year-Olds

Creative Ventures

The child will be able to

- build for the fun of building
- paint for enjoyment
- dramatize with playthings
- experiment with nature objects and use them in dramatic play
- help in holiday activities and simple making of gifts with adult supervision
- engage in water play
- respond to rhythm
- begin to increase representation and imagination in use of clay

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The child will be a

- enjoy stories wh
- enlarge his expe
- use language to
- make generalizat
- count by rote to
- question in "why

Tips for Teachers:

Four years is an age of going out of bounds. This kind of behavior is observed in all fields: physi
special needs: support and love, consistency and patience from adults, supportive help without undue

	Concept Development
	The child will be able to
	. enjoy stories which reflect everyday life
	. enlarge his experience and vocabulary through stories
	. use language to communicate
ramatic play	. make generalizations and organize previous experiences
gifts with adult	. count by rote to four or more
	. question in "why" and "how" manner
in use of clay	

of behavior is observed in all fields: physical, language and social. The four year old child has
ce from adults, supportive help without undue pressure, and the companionship of other children.

SCOPE

COGNITIVE DEVELOPMENT

Discover and develop through personal involvement some of the following scientific concepts

- people need care and love
- living things need food, water, and sun
- some animals make good pets
- animals and people take care of their young
- plants grow and change
- animals and people change their habits and appearance with the seasons
- wind is moving air
- some things float
- people travel about in many ways
- people celebrate holidays

Provide opportunities for the child to learn through smelling, touching, tasting, seeing, and hearing

Provide opportunities for child to develop mathematical concepts through

- rote counting
- object counting
- one-to-one correspondence
- size, shape
- vocabulary development

Provide opportunities for child to develop perceptual concepts:

- directionality
- laterality
- position (up, down, in, behind, over, under)

Develop ability to identify, classify, and categorize objects

Provide opportunities for child to become acquainted with books

LANGUAGE

Converse

Say his

Develop

-
-
-
-
-

	LANGUAGE DEVELOPMENT
ivement some of the following in young and appearance with the n through smelling, touch- mathematical concepts through perceptual concepts: r, under) categorize objects cquainted with books	Converse in dominant language Say his own name and those of his classmates and teacher Develop communicative abilities . to use descriptive words . to respond appropriately to questions . to role play, dramatize, and participate in story telling . to speak in increasingly longer sentences . to use a variety of sentence patterns

PERSONAL AND SOCIAL DEVELOPMENT

Provide varied experiences for personal identification and a knowledgs of environmental surroundings

See and observe the way people live to develop an understanding of people's needs

Develop a satisfying self image through

- enhancement of personal worth
- helpfulness to others
- a feeling of achievement

Learn socially acceptable patterns of behavior by

- getting along with others
- taking turns, sharing
- listening without interrupting
- practicing courtesy

Develop a positive readiness for learning through

- encouragement of curiosity
- exploration of interests
- achievement of satisfaction from efforts

Develop health and safety habits

CREATIVE THINKING

Provide the opportunity to share t
ideas

Develop ability to enjoy and appre
poems, music, and art

Develop ability to express ideas i

Develop ability to appreciate and u
holidays and holiday symbols

Provide opportunity to use music f
expression

CREATIVE THINKING

Provide the opportunity to share thoughts and ideas

Develop ability to enjoy and appreciate stories, poems, music, and art

Develop ability to express ideas in art media

Develop ability to appreciate and understand holidays and holiday symbols

Provide opportunity to use music for self-expression

MOTOR SKILLS

The child will be provided experiences for development and coordination in such skills as

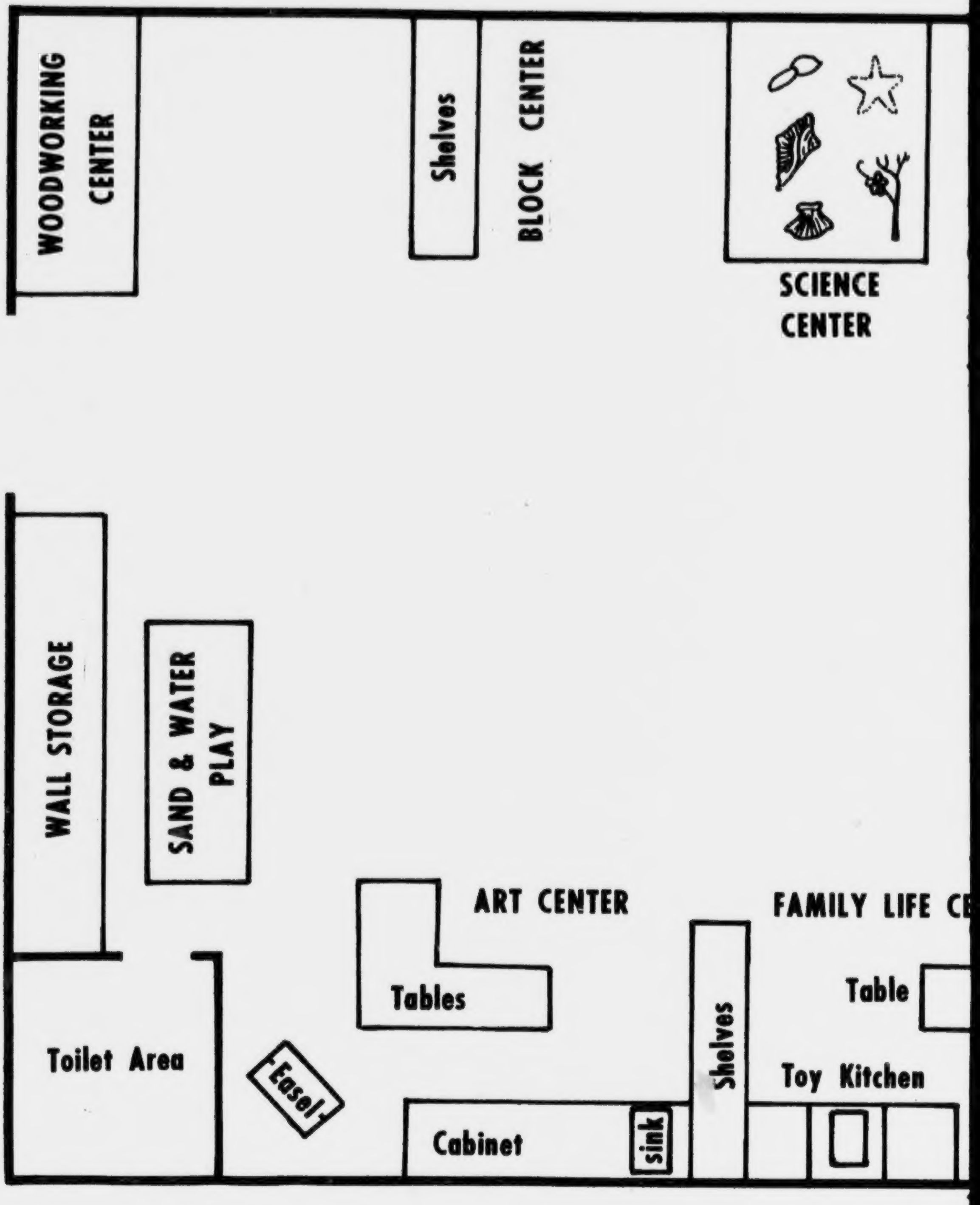
- standing and running broad jump
- bouncing, catching, throwing a ball
- balancing on one foot
- balancing on walking board
- climbing steps, climbing on jungle gym
- jumping from 12" height
- pushing and pulling wheel toys
- skipping
- running
- building with blocks
- hammering
- pounding and rolling clay
- feeding himself
- hanging his clothes on hanger
- buttoning
- zipping
- lacing shoes
- cutting and pasting
- manipulation of pegs
- manipulation of puzzles

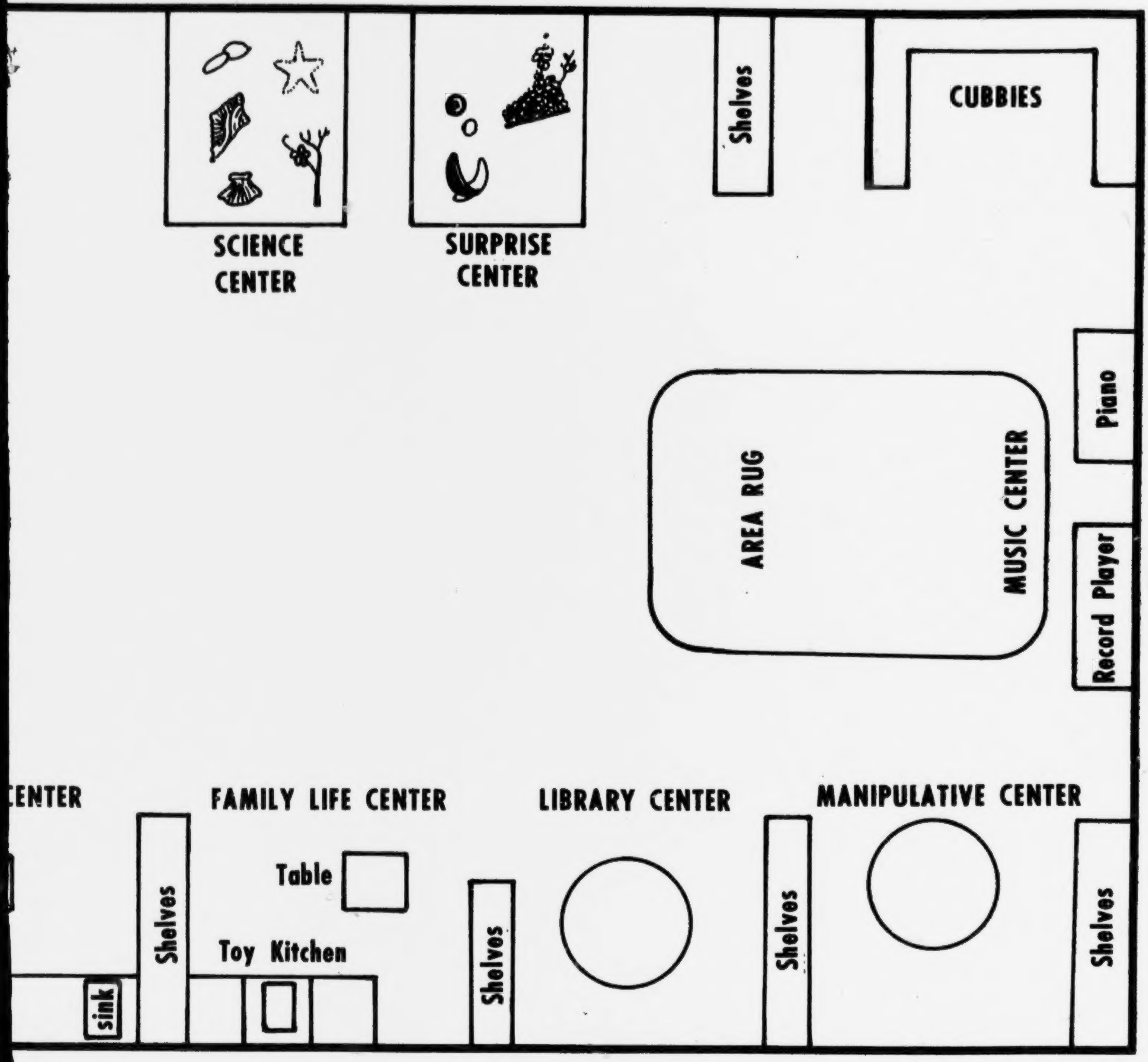
HALF DAY DAILY SCHEDU

Arrival to 8:30	Self-selected Activities
8:30 - 8:45	Sharing and Planning Language Development
8:45 - 9:00	Snack Time, Wash Hands (Toileting)
9:00 - 9:30	Creative Development Art, Music, Poetry, Dramatizations
9:30 - 9:45	Outdoor Experiences
9:45 - 10:00	Rest
10:00 - 11:00	Work - Play
11:00 - 11:15	Listening Activities Story Telling, Records
11:15 - 11:30	Evaluation and Clean-up
11:30 - 12:00	Lunch for Morning Session

HALF DAY DAILY SCHEDULE

12:00 - 12:30	Lunch for Afternoon Session
12:30 - 12:45	Sharing and Planning Language Development
12:45 - 1:15	Creative Development Art, Music, Dramatizations
1:15 - 1:30	Outdoor Experiences
1:30 - 1:45	Rest
1:45 - 2:00	Snack Time
2:00 - 3:00	Work - Play
3:00 - 3:15	Listening Activities Story Telling, Records
3:15 - 3:30	Evaluation and Clean-Up Time


WOODWORKING CENTER
Shelves
BLOCK CENTER
SCIENCE CENTER
WALL STORAGE
SAND & WATER PLAY
ART CENTER
FAMILY LIFE CE
Tables
Table
Toilet Area
Easel
Shelves
Toy Kitchen
Cabinet
sink


SCIENCE CENTER
SURPRISE CENTER
Shelves
CUBBIES
Piano
AREA RUG
MUSIC CENTER
Record Player
ENTER
FAMILY LIFE CENTER
LIBRARY CENTER
MANIPULATIVE CENTER
Table
Shelves
Toy Kitchen
sink
Shelves
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is for Living t

Block Center ------

Water Play -------

Sand Play --------

Woodworking Center

Housekeeping Center

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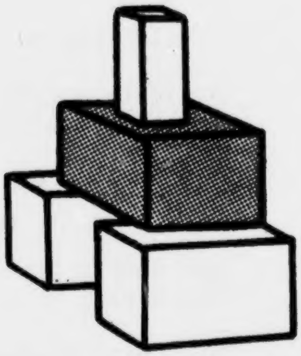
for Living together



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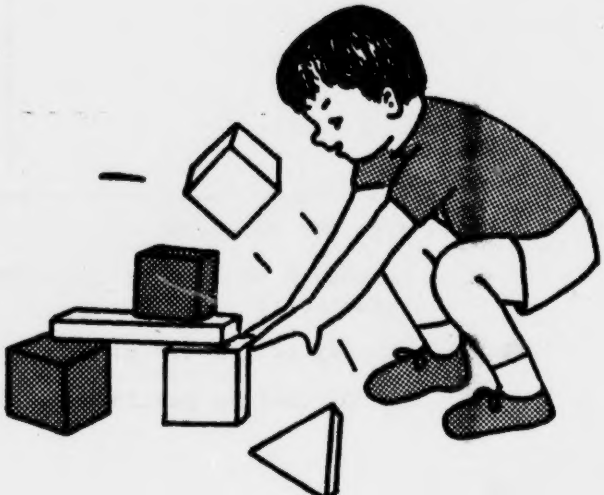
dworking Center ________ 18

sekeeping Center ________ 20



EMPHASIS FOR LEARNING BLOCK CENTER

BEHAVIORAL OBJECTIVES	MATERIALS
The child will be able to:	Supply:
• manipulate blocks in a constructive manner	• blocks arranged by size on low shelves in easy reac of children
• use family figures in block play	• family figures
• play with blocks and wheel toys in a related activity	• wheel toys
• classify animals by placement	• toy animals

Tips for Teachers:

Introduce the center to no more than six children at a time. Other children play in volunteers.

As play progresses provide additional motivating materials as need is evidenced.

DO NOT confuse pupils by adding too many supplementary materials at any one time.

MATERIALS	ACTIVITIES
	The child will:
nged by size on low shelves in easy reach	. remove blocks one by one from the shelf . play with blocks on individual developmental level . replace block in accordance to teacher's direction
res	. build a house for the family figures
	. build roads, garages, service stations, fire stations, and towns
	. use animals or objects in a zoo, pet store, or farm

ldren at a time. Other children play in different centers under the supervision of aide and

ting materials as need is evidenced.

plementary materials at any one time.

LANGUAGE DEVELOPMENT

This is a block.
big block
little
long
short

These are blocks
Get the long blocks

Give me
Put another
Put the block on the shelf

Let's try
How about making
The

Éste es **grande.** **(large)**
(grahn'-deh)

chico **(small)**
(chēē'-koh)

largo **(long)**
(lahr'-goh)

corto **(short)**
(kohr'-toh)

pesado **(heavy)**
(peh-sah'-doh)

liviano **(light)**
(lēē-vēē-ah'-noh)

cuadrado **(square)**
(kōō-ah-drah'-doh)

redondo **(round)**
(reh-dohn'-doh)

Encourage children to describe the blocks through sight and touch.

Additional enrichment: Song: Big-Small
Finger play - Counting
Los Bloques

EVELOPMENT	VALUES DERIVED	PARENT'S TASKS
Éste es grande. (large) (grahn´-deh) chico (small) (chēē´-koh) largo (long) (lahr´-goh) corto (short) (kohr´-toh) pesado (heavy) (peh-sah´-doh) liviano (light) (lēē-vēē-ah´-noh) cuadrado (square) (kŏŏ-ah-drah´-doh) redondo (round) (reh-dohn´-doh)	Block play will . develop large and small muscular coordination . release emotion . develop creative expression . develop science concept relative to size, shape, gravity, weight, and number	At school, the parent will: . supervise block play following pattern set by the teacher . enforce language concepts At home, the parent will: . make supplementary materials using boxes or scraps of lumber . reinforce language development

hrough sight and touch.

ting
Bloques

EMPHASIS FOR LEARNING WATER PLAY

BEHAVIORAL OBJECTIVES	MATERIALS
The child will be able to:	Supply:
. conduct play activity to discover magnetic properties	. plastic wading pool and wa . fishing poles with magnets with paper clip attached
. count the fish	
. conduct play activity to discover that some things float and some sink	. toy boats of various size . small figures and objects cargo
. identify primary colors	
. conduct play activity to discover that quantity and size are related	. pitcher, measuring cups, f . water wheel

Tips for Teachers:

Limit water center to three children at a time.

Demonstrate use of the equipment stressing need for care in

Adult must supervise clean up and storage of toys.

MATERIALS	ACTIVITIES
	The child will:
ic wading pool and water ng poles with magnets, fish made of tin or plastic paper clip attached	- use play equipment to dramatize fishing
	- catch and count the fish
oats of various size and color figures and objects representing passengers and	- play with boats in the water - pushing, pulling, loading, and unloading
	- sing songs: "Sailing"
er, measuring cups, funnel wheel	- use the material for filling and emptying receptacles

a time.

ing need for care in handling containers to avoid spills.

ge of toys.

LANGUAGE DEVELOPMENT

This boat is red.
yellow
blue

The red boat is big.
yellow little
blue

I put one toy on my boat.
two
three

My boat won the race.

I beat you.

This is my boat.
your
his
her

El barco camina rápido.
(bahr'-ko)(kah-mee'-nah)(rah-pee

despacio
(dehz-pa

El barco es rojo. (red)
(roh'-ho)

amarillo. (yellow)
(ah-mah-ree'-yo)

azul. (blue)
(ah-sool')

Éste es un barco.
(bahr'-koh)

Estos son dos barcos.
(dehz)
tres
(trehz)

Additional enrichment: Boat Songs
Sailing
The Sea
El Patito

DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
El barco camina rápido. (fast) (bahr´-ko)(kah-mēē´-nah)(rah´-pēē-do) despacio (slowly) (dehz-pah´-sēē-oh) El barco es rojo. (red) (roh´-ho) amarillo. (yellow) (ah-mah-rēē´-yo) azul. (blue) (ah-sōōl´) Éste es un barco. (bahr´-koh) Estos son dos barcos. (dohz) tres (trehz)	The child will: . develop muscular coordination . develop eye-hand coordination . obtain emotional release . solve problems such as determining - which object will float - which containers hold most or least	At school the parent will: . supervise and stimulate play through related conversation . supervise clean up activities At home the parent can provide: . for child's participation in - watering grass - playing with other children in wading pool - visiting such places as -- tropical fish shop -- yacht basin -- lake -- Padre Island . for discussion of child's play activities . answers for child's questions

EMPHASIS FOR LEARNING SAND PLAY

BEHAVIORAL OBJECTIVES	MATERIALS
The child will be able to	Supply:
. experiment with sand and measuring equipment	. sand table, dry sand, sifter, sand mills, me receptacles
. mold the likeness of an object by using damp sand	. damp sand with small molds, paper cups, and accessories
. construct the setting for other objects in sand play	. farm or zoo animals, fence sections, boxes f . small cars and trucks, cardboard milk carton

Tips for Teachers:

Demonstrate use of equipment stressing need for care in handline to avoid spil

Children should be allowed to work with minimum supervision.

Adult should supervise cleaning and returning toys to place.

IALS	ACTIVITIES
	The child will
sand, sifter, sand mills, measuring	. measure sand, pour, fill and empty containers
mall molds, paper cups, and small	. mold wet sand, using variety of molds and decorating with small accessories
als, fence sections, boxes for cages rucks, cardboard milk carton houses	. plan and construct town by making streets, cit blocks, railroads, and parks

re in handline to avoid spills.
pervision.
to place.

LANGUAGE DEVELOPMENT

What is this?

What is he doing?

Can you make a fence?
road
house
cake

Put the cows together
horses
pigs

How many cows are here?
horses
pigs

La arena está seca. (dry)
(ahr-eh'-nah) (seh-ka) humeda (mois
(ŏŏ'-meh-dah)
mojada (wet)
(meh'-ha-dah)

El cubo (pail) está lleno. (full)
(kōō'-boh) (yeh'-noh)
vacío (empty)
(vah-sēē'-yo)

Llena (fill) el cubo.
(yeh'-nah) (kōō'-boh)

Vacia (empty)
(vah-sēē'-yah)

P H E N T	VALUES DERIVED	PARENT'S TASKS
rena está seca. (dry) hr-eh´-nah) (Seh-ka) humeda (moist) (o͝o´-meh-dah) mojada (wet) (moh´-ha-dah) cubo (pail) está lleno. (full) ko͝o´-boh) (yeh´-noh) vacío (empty) (vah-see´-yo) na (fill) el cubo. -nah) (ko͝o´-boh) ia (empty) -see´-yah)	The child will . develop small muscle coordination . develop eye-hand coordination . extend learning through use of different manipulative materials . extend communicative skills . show social emotional growth through cooperative activities with peers	At school the parent will . supervise play period and use question method to stimulate play At home the parent will . provide opportunities for sand play through - visit to Padre Island - make castles and/or other projects in sand - describe feeling of sand; as damp, hot, gritty

EMPHASIS FOR LEARNING WOODWORKING

BEHAVIORAL OBJECTIVES	MATERIALS
The child will be able to	Supply:
. manipulate equipment in the woodwork center	. scraps of soft pine lumber in various le widths . saw, hammer, vise . nails of various sizes . work bench . brush and dust pan
. produce original constructions	
. participate in cooperative ventures	

Tips for Teachers:

Children need very little urging to try woodwork. First attempts are lar construction.

Careful supervision is imperative. Limit the number participating.

WOODWORKING

MATERIALS	ACTIVITIES
y:	The child will
raps of soft pine lumber in various lengths and dths w, hammer, vise ils of various sizes rk bench ush and dust pan	. use tools in a safe and proper way
	. use his own ingenuity to build
	. cooperate with other children on large construction projects

try woodwork. First attempts are largely manipulative - driving nails or sawing with no attempt at

Limit the number participating.

L A N G U A G E   D E V E L O P M E N T

Language development will be in either English or Spanish and will not be structu
the teacher as the children talk freely as they play.

Use pieces of wood to develop the following concepts.

El pedazo grande (big piece) está sobre (on top of) el pedazo chico. (small pi
(peh-dah'-soh)(grahn-deh) (soh'-breh) (chee-ko)

debajo de (under)
(deh-bah'-ho)

al lado de (beside)
(lah'-deh)

lejos de (far from)
(leh'-hoz)

más cerca de (closer to)
(sehr'-kah)

Use questioning method to encourage children to become aware of the senses of sigh

Additional enrichment: songs; "Johnny Works"
"Sawing"

DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
English or Spanish and will not be structured by as they play. ving concepts. sobre (on top of) el pedazo chico. (small piece) (soh'reh) (chee-ko) debajo de (under) -bah'-ho) al lado de (beside) (lah'-deh) lejos de (far from) h'-hos) más cerca de (closer to) (sehr'-kah)	The child will . develop muscular coordination . develop a sense of design and form . observe size and shape . take turns . cooperate . begin to develop an attitude of self esteem . release emotion through physical activity	At school the parents will supervise the center and maintain safety rules At home the parents will . make scrap wood and tools available to the child for home play . discuss and praise projects

ldren to become aware of the senses of sight, hearing, and touch while working.

Works"

EMPHASIS FOR LEARNING HOUSEKEEPING CENTER

BEHAVIORAL OBJECTIVES	MATERIALS
The child will be able to:	Supply:
- dramatize the role of adults	- kitchen, bedroom, and other materia class organization section of the g - additional equipment, as "dress up" a setting for adult roles
- **organize materials** as **appropriate for specific areas in the center**	

Tips for Teachers:

The teacher interacts with children in the center

Both boys and girls should have an opportunity to play in the houseke interact with other children.

CENTER

MATERIALS	ACTIVITIES
en, bedroom, and other materials listed in the organization section of the guide ional equipment, as "dress up" clothes, to provide ing for adult roles	The child will . play in the center with materials that have been provided . participate in role-play as - mother taking care of the baby, going to the store, preparing food, entertaining company, and cleaning house - father eating prepared meals, going shopping, caring for the babies, and going to work . place kitchen equipment in the kitchen and bedroom equipment in the bedroom

the center

rtunity to play in the housekeeping center. Some children may need encouragement to play and

LANGUAGE DEVELOPMENT

Language development is incidental and is through unstructured conversation as t
inacts roles in the housekeeping center. The teacher introduces words and phras
English as the opportunity arises but this is not the time for structured drill

Dame (Give me) un vaso (glass) de leche.
(Dah'-meh) (vah'-soh) (leh-cheh)

Toma (take)
(Toh'-mah)

Saca (take out) una cucharilla (spoon) del cajón. (drawer)
(Sah'-kah) (Koo cha-ree'-ya) (Kah-hon')

Pon (put) en el (in)
(Pohn)

El platillo (saucer) está en (on) la mesa.
(plah-tee'-yo) (meh'-sah)

sobre (on)
(Soh-breh)

debajo de (under) la taza. (cup)
(deh-bah'-ho) (tah'-sah)

dentro del (inside) cajón.
(dehn'-troh) (Kah-hon')

Encourage children to incorporate color words into language usage.

Additional enrichment: Songs: "Señora Santa Ana" Fingerplay - "Los Maderos"
"Little Housekeeper"
"Shaving"

DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
s through unstructured conversation as the child The teacher introduces words and phrases in is is not the time for structured drill in English. eche. el-che) on) del cajón. (drawer) (Kah-hon) en el (in) a mesa. (meh-sah) on) h) de (under) la taza. (cup) ho) (tah-sah) del (inside) cajón. n) (Kah-hon)	The child will . communicate feelings and/or emotions through interaction with peers . experience emotional release through dramatic play . develop concepts related to daily living	At school the parents will . help child to dress in costume, be guest at tea party, supervise clean up . gather clothing for dress up. Make doll clothes, and launder clothing and linens At home the parents will . reinforce social customs and verbalizations as: - thank you - may I - would you like - please

words into language usage.

ta Ana" Fingerplay - "Los Maderos"

sekeeper"

E is for Enjoying

Peeling Vegetables _____ 24

Applesauce ___________ 26

Party Food ___________ 28

Popping Corn _________ 30

Ice Cream ____________ 32

O

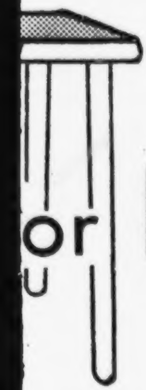
P

W

C

Fl

E



or Enjoying Foods

____ 24

____ 26

____ 28

____ 30

____ 32

Oranges or Lemons ______ 34

Peas __________________ 36

Whipping Cream ________ 38

Concentrated Foods ______ 40

Flour Tortillas __________ 42

EMPHASIS FOR LEARNING FOOD PREPARATION - PEELING VEGETABLES

BEHAVIORAL OBJECTIVES	MATERIALS
The child will be able to	Supply:
. name and describe the vegetables	. sufficient carrots and cucumbers for eac experience the scraping or peeling of th
. prepare raw vegetables for consumption	. vegetable peelers . ice water to keep vegetable sticks and/o
. analyze the taste of carrots and cucumbers	

Tips for Teachers:

Let children wash the vegetables in making preparations. Demonstrate to
in a motion away from the body. After the peeling has been completed, th
sample. The children may salt and pepper their portions if they desire.

– PEELING VEGETABLES

MATERIALS	ACTIVITIES
	The child will
t carrots and cucumbers for each child to e the scraping or peeling of the vegetable	. identify carrots and cucumbers by their proper name . describe the color and shape of carrots and cucumbers . describe the texture of carrots and cucumbers
peelers to keep vegetable sticks and/or slices crisp	. use a vegetable peeler to peel the cucumbers and scrape the carrots
	. salt and pepper his portion if desired before eating

preparations. Demonstrate to children that the scraping or peeling is done with the instrument
peeling has been completed, the teacher can prepare carrot sticks and slices for children to
heir portions if they desire.

LANGUAGE DEVELOPMENT

The teacher uses conversational language adaptive for the situation.

The cucumber is green.
good
long
short
a vegetable

We will wash the cucumber.
peel
eat
slice

The carrot is long.
has green leaves
is good
is a vegetable

We will wash the carrot.
peel
eat
slice

El pepino es verde. (green)
(peh-pee-noh) (vehr-deh)
bueno (good)
(boo-eh-noh)
largo (long)
(lahr-goh)
un vegetal (vegetable)
([illegible])

La zanahoria (carrot) es anaranjada. (orange
([illegible]) ([illegible])
larga (long)
([illegible])
buena (good)
(boo-eh-nah)
un vegetal (vegetab
(veh-heh-tal')

GE DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
nguage adaptive for the situation. El pepino es verde. (green) peh-pee'-noh) (vehr-'deh) bueno (good) (boo-eh-neh) largo (long) (lahr-goh) un vegetal (vegetable) ([illegible] -tal') La zanahoria (carrot) es anaranjada. (orange) (Sah- [illegible] [illegible] larga (long) ([illegible] buena (good) (boo-eh-nah) un vegetal (vegetable) (veh-heh-tal')	The child will understand that some vegetables are good to eat raw taste raw vegetables they have not eaten before	At school the parents will · assist the children in preparing the vegetables · remind them of proper scraping motion · Check to see that vegetables have been washed after being peeled At home the parent will . serve vegetables in the home that have been introduced at school

EMPHASIS FOR LEARNING FOOD PREPARATION - APPLESAUCE

BEHAVIORAL OBJECTIVES	MATERIALS
The child will be able to:	Supply:
• repeat numerical terms in the counting of apples	. ingredients for applesauce - 9 apples - 1 cup sugar - 3/4 cup water
• prepare the applesauce	- red food coloring - package of "cinnamon red hots"
. analyze the taste and smell of apples	. paring knife . measuring cup . long handled spoon . sauce pan . sieve or colandar (if apples are not . hot plate

Tips for Teachers:

Combine ingredients in sauce pan and cook over low heat until apples
colander to remove skins and seeds. If applesauce is served in small
serving, or the applesauce may be served on buttered bread or cracker

Additional enrichment: Song - "Manzanitas"

- APPLESAUCE

MATERIALS	ACTIVITIES
	The child will:
ts for applesauce	. count the apples
es	
sugar	. wash the apples
water	. quarter them under supervision
coloring	. stir fruit as it cooks
of "cinnamon red hots"	
ife	. serve the applesauce
cup	. eat the applesauce
led spoon	
n	
colandar (if apples are not peeled)	
e	

over low heat until apples are soft and will mash easily. If apples are just quartered, use
pplesauce is served in small portions, a few "red hots" may be sprinkled on top of each child's
n buttered bread or crackers.

s"

LANGUAGE DEVELOPMENT

The teacher uses a conversational language during preparation and cooking time.

Today we have fruit that is good to eat whether we cook it or eat it raw. Let's it will taste if we cook it. First we wash the fruit, then cut it in pieces. N it in the pan with sugar and water. We counted our apples. Now we need to meas sugar and water to put in the pan.

Umm-the apples smell so good when they are cooking.

La manzana (apple) es roja. (red)
(mahn-sah'-nah) (roh-hah)

redonda (round)
(reh dohn'-dah)

dulce (sweet)
(dŏol-seh)

una fruta (a fruit)
(frŏŏ-tah)

EVELOPMENT	VALUES DERIVED	PARENT'S TASKS
during preparation and cooking time. ether we cook it or eat it raw. Let's see how h the fruit, then cut it in pieces. Now we put unted our apples. Now we need to measure the cooking. uit)	The child will - see many varieties of apples - use knife to quarter apples (fine motor skill) - taste a food he may not have eaten before - express his like or dislike of the food	At school the parent will carefully supervise child cutting apples. assist child in observing safety precautions while near a hot stove or utensil. At home child may - wash fruit for serving - dice fruit for salad - discuss taste of fruit Commercial applesauce may be served and child reminded how he prepared it at school.

EMPHASIS FOR LEARNING FOOD PREPARATION - PARTY FOOD

BEHAVIORAL OBJECTIVES	MATERIALS
The child will be able to	Supply:
. decorate cookies or cupcakes	. cookies, prepared in advance . graham crackers . mix for cup cakes . electric oven . ingredients for icing 1 stick oleo 1 box powdered sugar 3 tablespoons milk, lemon juice or hot wate 1 teaspoon vanilla (if lemon juice is not
. count and match in a one-to-one concept	

Tips for Teachers:

These refreshments could be simple enough to include in the section for a " use a cake decorator to make it "fancy."

One box of cake mix makes 24 or more cupcakes which can be baked in an ele

RTY FOOD

MATERIALS	ACTIVITIES
	The child will
pared in advance	. participate in decorating cookies or crackers
ers	. participate in making cup cakes and icing them
akes	
n	
for icing	
ed sugar	
milk, lemon juice or hot water	
nilla (if lemon juice is not used)	
	. serve the cookies or cup cakes to the children

nclude in the section for a "doll party." Children can spread icing on a graham cracker or

which can be baked in an electric oven,or electric skillet or perhaps the school cafeteria.

LANGUAGE DEVELOPMENT

The teacher uses conversational language adaptive for this situation.

Let's have a party for the doll's birthday and invite our mothers.
Christmas

We will want refreshments.

What shall we fix? (Discussion may include what we will eat such as cooki
graham crackers, or cupcakes.)

Shall we make punch?

Who will break the eggs?

Let's take turns in stirring.

Let's put the icing on. Everybody can help.

It smells so good.

Poem:
Come and play, come and play,
It's a party day.
Cake we'll eat,
What a treat,
It's a party day.

Action Poem:
I mix the sugar
Oh so sweet
Next the butter
It's icing for a
Spread it now--w

Additional Enrichment: "Let's Have a Party."

VELOPMENT	VALUES DERIVED	PARENTS TASKS
tive for this situation. y and invite our mothers. de what we will eat such as cookies, cupcakes.) lp.	The child will . experience "taking turns" . assume responsibility for - making the food - decorating the food - washing the dishes . assist in serving, acting as host or hostess . realize a one-to-one correspondence in passing napkins, cupcakes, cups of punch	At school the parent will . assist in cooking . supervise icing At home the parent will . let child assist in mixing or icing cake . help child count in setting table

Action Poem:
I mix the sugar
Oh so sweet
Next the butter comes,
It's icing for a party treat.
Spread it now--what fun!

Poem:
A mi me gusta cocinar (koh - sēē - nahŕ)
Cosas buenas y bonitas,
A mi me gusta cocinar,
Para fiestesitas.
(fēē - es - teh - sēē´ - tahs)

EMPHASIS FOR LEARNING FOOD PREPARATION - POPPING CORN

BEHAVIORAL OBJECTIVES	MATERIALS
The child will be able to	Supply:
. assist in preparing popcorn	. electric popper or skillet . one pound of popcorn . cooking oil . salt . paper cups for serving
. describe sounds of popcorn popping	
. analyze the smell and taste of the popcorn	

Tips for Teachers:

See verse "Popping Corn" in Language Development.

Be prepared to pop plenty of corn!

PPING CORN

MATERIALS	ACTIVITIES
	The child will
er or skillet	. assist in popping corn
popcorn	- measure the corn
	- salt the corn
	- fill the serving cups
r serving	
	. repeat verse during popping corn procedures
	. listen for the sounds the popcorn makes
	. smell the aroma of the cooking corn
	. eat the popcorn

nt.

LANGUAGE DEVELOPMENT

The teacher uses conversational language adaptive for the situation.

The popcorn is a seed.
We are going to pop it.
We put the oil in the skillet.
The oil must get very hot.
Now we pour the popcorn in and put the lid on tight.
Listen to the popcorn pop.
Pop, pop, pop.
There are no more pops.
It is ready to eat.

Pongo el aceite vegetal (cooking oil) en el sartén.
(ah-seh-ée-teh)(veh-heh-tah) (sahr-tehn)

el esquite (popcorn)
(ehs-kée-teh)

la tapa (lid)
(tah-pah)

"Popping corn"
Pop, pop, pop
Hear the seeds hit the top.
Hurry, hurry! Open the pan.
We'll eat it now
As fast as we can.

ELOPMENT	VALUES DERIVED	PARENT'S TASKS
ive for the situation. on tight. sartén. (sahr-tehn)	The child will . understand that - safety precautions are necessary when cooking - corn popper and oil become very hot - some foods change appearance when they are cooked - some seeds may be eaten - salt improves the taste of many foods . experience a social situation	At school the parent will assist children's observation of popping process so the children will not be burned. At home the parent will introduce other seeds which may be eaten.

EMPHASIS FOR LEARNING FOOD PREPARATION - ICE CREAM

BEHAVIORAL OBJECTIVES	MATERIALS
The child will be able to	Supply:
. name and combine ingredients needed to make ice cream	. ingredients for ice cream recipe 5 eggs 1½ cups sugar 1 can Eagle Brand milk ½ pint whipping cream 1 package Vanilla Junket powder 3 tablespoons vanilla add milk to fill ½ gallon container
. participate in making ice cream with a hand freezer	. hand operated ice cream freezer, ice, and i

Tips for Teachers:

Cooking activities provide opportunities for discussing and planning, taking
measurements, using desirable health habits and developing scientific concep
Keep staples such as sugar, etc. on hand in tightly covered cans.
Utensils kept at school will facilitate the cooking experiences. These can
bowls, measuring spoons, measuring cups, 3 large mixing spoons, 3 pairing kn
1 dish pan, 1 roll of foil.

E CREAM

ATERIALS	ACTIVITIES
	The child will
or ice cream recipe ar Brand milk ping cream anilla Junket powder ns vanilla fill ½ gallon container	. identify and handle the ingredients that will be used . combine ingredients in ice cream freezer . discuss contrast in consistency of ingredients
ice cream freezer, ice, and ice cream salt	. crank the ice cream freezer . help serve the ice cream

iscussing and planning, taking turns, following directions, learning quantitative
d developing scientific concepts.
ghtly covered cans.
oking experiences. These can be kept in sealed plastic bags and should include: mixing
ge mixing spoons, 3 pairing knives, 2 hand peelers, 1 large saucepan, 2 one gallon jars,

LANGUAGE DEVELOPMENT

The children and the teacher talk together during the process of food preparation.

"To make ice cream we need milk.
sugar
eggs

"Now put the can inside the ice cream freezer. Now we need the ice and ice c
salt. Now we crank it slowly."

The teacher utilizes the natural settings as she introduces quantitative words corre
into the situation.

As children serve they say, "Would you like some ice cream?
"Yes, please"
"Thank you"

Me gusta (like) el helado (ice cream)
(eh-lah'-doh)
El helado es frio. (cold)
(eh-lah'-doh) (free'-yo)
blanco (white)
(blahn'-koh
delicioso (delicious)
(deh-lee-see-oh'-so)
como el hielo (ice)
(yeh'-loh)

Additional enrichment: song - "Lets Have a Party"

EVELOPMENT	VALUES DERIVED	PARENT'S TASKS
uring the process of food preparation. freezer. Now we need the ice and ice cream she introduces quantitative words correctly some ice cream?	The child will · have a pleasant group experience such as one enjoyed by a large family · have experience in measuring and serving amounts of food · serve small portions of ice cream acting as host and hostess	At school the parent will · assist the teacher in making ice cream · help direct the children with the cleaning up responsibilities At home the parent will encourage using "please" and "thank you"

Party"

EMPHASIS FOR LEARNING FOOD PREPARATION - LEMON OR ORANGE

BEHAVIORAL OBJECTIVES	MATERIALS
The child will be able to	Supply:
. prepare fruit juice from fresh fruit	. hand operated fruit juicer . measuring cup . paring knife . ingredients for juice 12 oranges 12 lemons 4 cups sugar (appox. 2 cups for each gall 2 gallon size containers
. analyze the fruit using the sensory approach	

Tips for Teachers:

If possible, a walk to a near-by grocery store to purchase fruit would be an

This activity could be used to prepare drink for party refreshments such as

A walk to a neighbor's yard to view fruit on the tree would be a first-hand a

LON - LEMON OR ORANGE

MATERIALS	ACTIVITIES
operated fruit juicer ring cup knife dients for juice nges ons s sugar (appox. 2 cups for each gallon) llon size containers	The child will . squeeze oranges or lemons . measure the water for the drink . measure squeezed juice . observe fruit on a tree for size, smell, and shape

y store to purchase fruit would be an enrichment for this project.

drink for party refreshments such as a holiday party or the doll's birthday party.

t on the tree would be a first-hand activity.

LANGUAGE DEVELOPMENT

The teacher will use conversational language in preparing the drink. diced, each child will take a turn in squeezing the juice.

We measure the water.
We measure the sugar.

La naranja (orange) está entera. (whole)
([illegible]) ([illegible])
partida (cut)
(pahr-tee-dah)
rebanada (sliced)
(reh-bah-nah-dah)

Additional enrichment: Song - "Naranja Dulce"

G

DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
guage in preparing the drink. After fruit is eezing the juice. ole) t) liced) [illegible])	The child will . identify oranges and lemons as fruits . derive pleasure in preparing drink to serve . observe that oranges and lemons are grown locally	At school the parent will . assist in cutting fruit . help children to determine amount of sugar needed At home the parent will . encourage child to prepare drink for breakfast for family . use sensory approach when discussing or preparing fruit

Dulce"

EMPHASIS FOR LEARNING FOOD PREPARATION - PEAS

BEHAVIORAL OBJECTIVES	MATERIALS
The child will be able to	Supply:
- use small muscle coordination in shelling peas - follow instructions in preparation of food	- pan with lid - long handled spoon - ingredients 2 pounds of fresh English peas butter salt sugar
- use sense of sight, smell and taste in describing peas	- small bowls - plastic spoons

Tips for Teachers.

Encourage the child to taste the peas but do not force him to eat all of th

TION - PEAS

MATERIALS	ACTIVITIES
with lid handled spoon edients pounds of fresh English peas tter lt gar l bowls tic spoons	The child will . participate in - shelling the peas - washing the peas - placing peas in pan - adding seasoning . utilize sensory organs to - observe the color of the peas - observe the size and shape - taste the uncooked peas - eat the prepared vegetable

but do not force him to eat all of them.

LANGUAGE DEVELOPMENT

The teacher will use conversational language during the preparation and cooking

Here are some English peas that we can eat.
The peas are inside the green pod.

(teacher can recite poem listed below and children will exclaim POP) (children
shelling peas)

Now we have shelled the peas.
We wash them. Put them in the pan, add our seasonings and let them cook.

Los chícharos (peas) son verde. (green)
(chee'chah-rohz) (vehr'deh)

redondos (round)
(reh-dohn'-dohz)

vegetales (vegetables)
(veh-heh-tah'-lehz)

saben bueno (taste good)
(sah'-beh-no)

Poem: We like to shell peas
That are fresh from a shop.
We start at the tail-end
Instead of the top
So they will explode
With a wonderful POP!

EVELOPMENT	VALUES DERIVED	PARENT'S TASKS
e during the preparation and cooking processes. eat. hildren will exclaim POP) (children assist in d our seasonings and let them cook.) nd) egetables) hz) good)	The child will . find many foods we eat take preparation time before cooking . have an opportunity to develop a taste for cooked vegetable	At school the parent will . assist children who are having difficulty in shelling peas . emphasize need for caution when children are stirring food in hot utensil At home the parent will . serve canned peas to demonstrate to child that vegetables can be fresh from the store or purchased already canned

EMPHASIS FOR LEARNING FOOD PREPARATION - WHIPPING CREAM

BEHAVIORAL OBJECTIVES	MATERIALS
The child will be able to	Supply:
· participate in making butter from whipping cream	· one quart whipping cream · salt · hand beater, electric beater, or jar · bowl for mixing · knife for spreading · graham crackers
· make a whipped cream topping from whipping cream	· one pint whipping cream · sugar to sweeten the topping · bowl for mixing · knife for spreading · graham crackers

Tips for Teachers:

The child can hold an electric beater when making butter.

Allow the child to taste salted and unsalted butter and decide which tastes

ON - WHIPPING CREAM

MATERIALS	ACTIVITIES
	The child will
art whipping cream eater, electric beater, or jar or mixing for spreading crackers	assist in making butter with a beater or by shaking cream in a jar use a knife to spread the butter on the graham crackers
nt whipping cream to sweeten the topping or mixing for spreading crackers	assist in whipping cream add the sugar to make a topping spread topping on graham crackers

en making butter.

lted butter and decide which tastes better.

LANGUAGE DEVELOPMENT

The teacher will use language naturally to fit the situation as it develops.

This is cream that we can whip. Let's make something good to put on o
today.

(Teacher may introduce chant while whipping the cream)

(The children take turns in using the egg beater. Each child spreads t
his own cracker.)

Now we can beat the cream until it is very thick. Now it is butter. I
better with salt.

La vaca (cow) nos da (gives us) leche (milk) para beber. (to drink)
(beh-behr')
para crema (for cream)
(Kreh'-mah)
para mantequilla (for butt
(mahn-teh-Kēe'-ya)
para queso (for cheese)
(Keh-soh)
para nieve (for ice cream)
(nēe-eh-veh)
para el cereal (for cereal
(sehr-eh-ahl')

As child beats whipping cream he may chant:

Beat, beat, beat, beat
See my beater going slow
See my beater going fast
Time to add the sugar last.

VELOPMENT	VALUES DERIVED	PARENT'S TASKS
t the situation as it develops. ake something good to put on our crackers ing the cream) g beater. Each child spreads the topping on ry thick. Now it is butter. It may taste ilk) para beber. (to drink) (beh-behr') para crema (for cream) (Kreh'-mah) para mantequilla (for butter) (mahn-teh-Kee-ya) para queso (for cheese) (Keh-soh) para nieve (for ice cream) (nee-eh-veh) para el cereal (for cereal) (sehr-eh-ahl') Beat, beat, beat, beat See my beater going slow See my beater going fast Time to add the sugar last.	The child will . be able to eat butter . observe change in the consistency of a substance . become familiar with procedure for producing a finished product . delight in an activity that he can see through from beginning to end	At school the parents will . assist the children in process of whipping the cream . direct children in the cleaning-up activities At home the parents will let the child whip cream for a dessert topping.

EMPHASIS FOR LEARNING FOOD PREPARATION - CONCENTRATED FOODS

BEHAVIORAL OBJECTIVES	MATERIALS
The child will be able to	Supply:
. prepare a drink	. can opener . frozen lemonade, orangeade, or punch . pitcher . long handled spoon
. participate in buying and selling in a simulated situation	. concentrated fruit base drink . paper cups . crushed ice

Tips for Teachers.

Preparations for this activity should be done at the sink or cabinet t

PREPARATION - CONCENTRATED FOODS

MATERIALS	ACTIVITIES
Supply:	The child will
. can opener . frozen lemonade, orangeade, or punch concentrate . pitcher . long handled spoon	. use frozen juice concentrate to prepare a drink
. concentrated fruit base drink . paper cups . crushed ice	. pour concentrated fruit juice over ice crushed in a hand operated crusher . serve as "snow-cones" (raspa) in a paper cup . buy and sell cones in store center

should be done at the sink or cabinet to expedite cleanup.

LANGUAGE DEVELOPMENT

The teacher uses conversational language adaptive for the situation.

The teacher opens the frozen juices and demonstrates to children that contents ar
or solid.

We **pour** the orange juice in the pitcher.
lemonade

Now we fill the can with water three times - one-two-three.

Pour it all in.

Stir it round and round.

Now we are ready to drink our refreshments.

Vacio (I pour) el jugo en la jarra.
(Vah-sēē´ yo) (hōō-goh) (ha´-rah)

Action poem:

Pour the juice from the can,
Add the water one-two-three,
Um-m-m, it tastes so good to me.

DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
e adaptive for the situation. demonstrates to children that contents are frozen tcher. ce times - one-two-thre e. eshments. . ah)	The child will . experience a feeling of satisfaction in making something "by myself" . have opportunity to measure liquid in a container . serve refreshments to peers using grace and manners	At school the parent will assist children needing help in preparation. At home the parent will have child assume responsibility for preparing or pouring a beverage for a family meal.

EMPHASIS FOR LEARNING FOOD PREPARATION - FLOUR TORTILLAS

BEHAVIORAL OBJECTIVES	MATERIALS
The child will be able to:	Supply:
. mix the ingredients needed to make "masa" for flour tortillas	. ingredients or instant mix for flour tortil . electric skillet . rolling pin . flour board
. roll masa into shape and cook the tortilla	. bread board . rolling pin . electric skillet . butter

Tips for Teachers:

Let the child assist in mixing ingredients and feeling the texture of dry in

Divide "masa" into 2 inch balls. Let each child roll his own masa into a to

- FLOUR TORTILLAS

MATERIALS	ACTIVITIES
	The child will:
ts or instant mix for flour tortillas skillet in rd	. identify ingredients for flour tortillas as they are mixed . assist in mixing the "masa"
rd in skillet	. roll out his own piece of masa . cook his own tortilla . butter and eat the tortilla

and feeling the texture of dry ingredients before adding a liquid substance.

child roll his own masa into a tortilla.

L A N G U A G E   D E V E L O P M E N T

The teacher will use language adaptive for the situation.

We measure the flour, 1 cup, 2 cups.
Next the baking powder and salt.
We mix in the shortening.
Now a half cup of water.
Stir it.
Knead it.
Take a little ball of masa.
Roll it flat.
Now it's your turn to cook your tortilla.
Salt it, butter it, eat it.
Mmm - how good.

Hago (I make) la masa para tortillas.

Estiendo (I roll)

Coca (I cook)

With patting - a - cake motion: Tortillitas de maíz,
(Toh tee yee-tas [illegible] [illegible]
Para mamá que está felíz;
(Keh [illegible]
Tortillitas de salvado;
(Sahl-vah-[illegible]
Para papá que está enojado.
(Eh-[illegible]

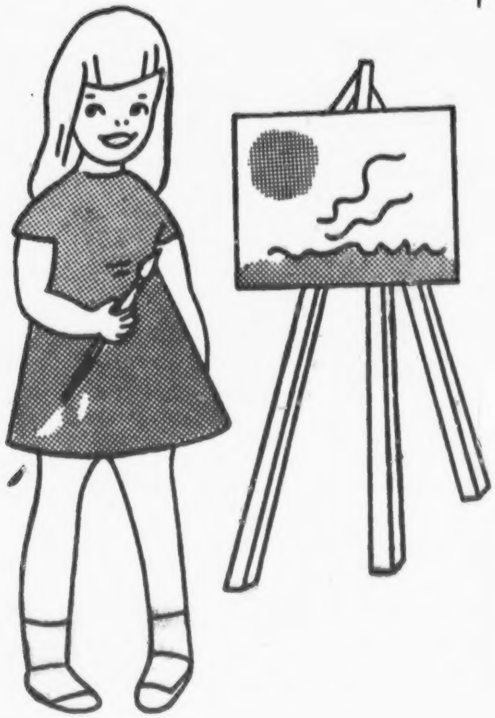
AGE DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
ptive for the situation. 2 cups. alt. our tortilla. ortillas. on: Tortillitas de maíz, (Toi [illegible] Para mamá que está felíz; (Keh [illegible] Tortillitas de salvado; (Sal [illegible] Para papá que está enojado. (E [illegible]	The child will: . measure . use large muscles in stirring and rolling . experience a feeling of satisfaction of making this "myself"	At school the parents will: . assist children when making the "masa" and shape the tortillas . supervise children to see that safety is exercised when working with hot skillet At home the parents will: let child assist in preparing tortillas for a family meal

A

is for Art Acti

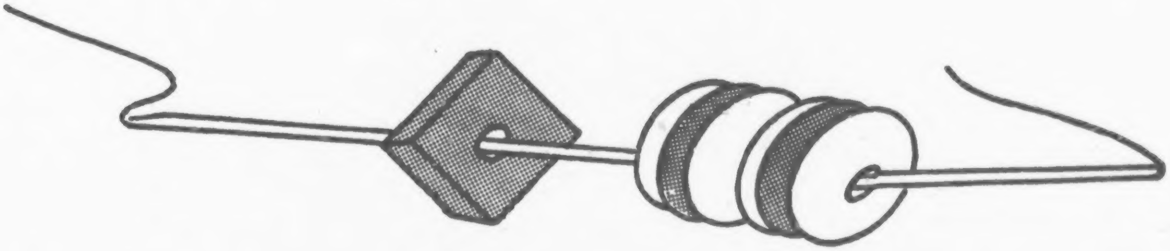
Art activities for the four y

A



is for **A**rt **A**ctivities

vities for the four year old ____47



EMPHASIS FOR LEARNING: ART FOR FOUR-YEAR-OLD

Art in the four-year-old curriculum is a "play activity" and should be called "picture-making" play. Piaget says that a child's play is not just a random activity, but involves self-directed experimentation. The child is free to be creative. He may be guided to appreciate his own work and the work of others.

In a child's artistic development, his early motions are purposeless. They are purely muscular activities. He swings at the paper, hit or miss. This stage begins at about age two and lasts from one to two years. Gradually, control develops until one day geometric shapes appear repeated all over the page. During a child's second stage of development, he begins to name things he sees in his pictures. He usually discovers objects and people in his scribbles and may begin to tell stories about the picture. This stage occurs somewhere in the third or fourth year. Not until the child reaches the age of five do objects become recognizable in his drawings or paintings.

The following media should be available in the art center and the teacher may encourage the child in the use of this media:

- tempera paint and one easel
- clay
- crayons
- paper
- paste
- scissors
- sewing supplies such as yarn, plastic needle and burlap

The child may be motivated from teacher-directed experiences to creativity with the art materials. He is given a choice of colors and freedom to design. He may pound, squeeze, or model the clay according to how he feels.

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"play activity" and
Piaget says that a
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is free to be
his own work

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tivities. He swings
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dually, control
ppear repeated
nd stage of
sees in his
nd people in
es about the
the third or
the age of
s drawings

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child in the

c

irected experiences
is given a choice
pound, squeeze,
ls.

There should be no teaching of skills and techniques. The child should be allowed to express himself with his own choices and selections.

In this stage of development emphasis should first be placed on tearing for pasting because the larger muscles are involved. Some children at this age cannot perform the skill of cutting with scissors.

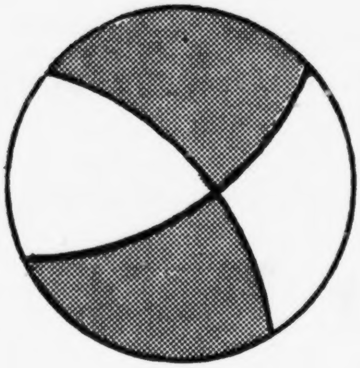
Cutting and pasting provides activities for the development of finger and hand dexterity. Eye-hand coordination and small muscle control are strengthened. The child learns to hold the paper with one hand and to cut with the other hand. Safety procedures should be stressed. Concepts of sharp and blunt may be developed. Cutting requires children's blunt scissors, newsprint, and construction paper. Left-handed scissors should be available for children requiring them. Learning to use paste without using too much of it comes after experimentation, even though the teacher has already suggested that the children may need to use it sparingly.

Guidance may also be given when tempera painting is introduced to show the child how to dip and wipe the paint brush, also to clean up the spills.

In work with needle and thread, the teacher will thread needle as the child works with yarn.

The child develops pride by having his art work displayed. It is not necessary that every child's work be on display at the same time, but rotate the display so that each child at some time can point with admiration to his accomplishment.

Puppets contribute to many areas of preschool creativity. They may be used in the various centers and they are good stimuli for oral language. The child may create his own puppets by pasting a flat paper head or figure on a popsicle stick. Bag puppets can be created by the child. Provide small paper bags that are easy for the child to slip on his own small hand. The child adds the features to the puppet and uses it in role-play or any activity that fits his particular need at the time.



R

is for Recreatio

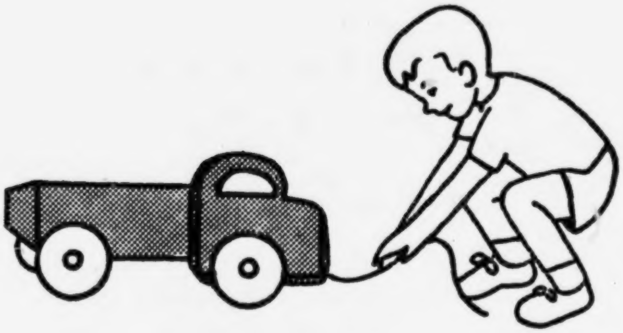
Outdoor Play

Walking, Crawling and Jumping --
Wheel Toys --------------------
Digging and Gardening --------

Perceptual Motor Development

Whole Body Movements -------
Parts of the Body Movements ---
Eye-Motor Coordination --------
Auditory-Visual Matching ------

R
is for Recreation



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g, Crawling and Jumping 50
Toys 54
and Gardening 56

Motor Development

Body Movements 58
the Body Movements 60
tor Coordination 62
y-Visual Matching 66

EMPHASIS FOR LEARNING OUTDOOR PLAY - WALKING, CRAWLING AND JUMPING

BEHAVIORAL OBJECTIVES	MATERIALS
The child will be able to	Supply:
. balance his body as he walks on a beam	. walking beam
. coordinate large muscles through stepping, climbing and jumping	. tunnel . slide . steps . jumping board
. construct temporary outdoor play equipment	. barrel . boxes . hollow blocks . ropes

Tips for Teachers:

Do not require more than three children at a time to line up for turns

If a child is afraid to crawl through an object, the teacher should lo to crawl to her.

- WALKING, CRAWLING AND JUMPING

MATERIALS	ACTIVITIES
	The child will
ing beam	. perform on walking beam
el e s ing board	. crawl, step, climb, and jump
el s w blocks s	. build temporary structures and -- spontaneous play

en at a time to line up for turns.

an object, the teacher should look in the opposite end and play "Peek-a-boo" while enco[illegible] child

LANGUAGE DEVELOPMENT

Teacher

Put one foot in front of the other.
Your heel of the front foot should
touch the toe of the back foot.
Now turn around and back again.

Crawl through the tunnel to me.

Un pie (foot) está enfrente de (in
(ehn-trehn´-teh)
el otro pie (other foot).
detrás de (behin
(deh-trahz´)

Yo puedo (I can) andar. (walk)
(ahn-dahr´)
gatear (crawl)
(gah-teh-ahr´)
brincar (jump)
(breen-kahr´)

Poem:
En el resbaladero (the slide)
(rehz-bahl-ah-deh´-ro)
Me gusta jugar;
(hoo-gahr´)
Subo la escalera (the stairs)
(ehz-kah-leh´-ra)
Para poder resbalar.
(rehz-bah-lahr´)

Poem for crawling: Peek-a-boo, Peek-a-boo
I see you, I see you,
On your tummy
Crawl right through.

Poem for sliding:

Additional enrichment: songs - "Brincando"
"Walking to the Store"

DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
	The child will	At school the parent will
Un pie (foot) está enfrente de (in front of) (ehn-trehn´-teh) el otro pie (other foot). detrás de (behind) (deh-trahz´)	. become aware of body parts . grow in the development of motor coordination	. assist teacher in arranging equipment . direct children in using and putting away equipment
Yo puedo (I can) andar. (walk) (ahn-dahr´) gatear (crawl) (gah-teh-ahr´) brincar (jump) (breen-kahr´)	. develop large muscle skills	. watch for signs of fatigue and restlessness and redirect when desirable
n: En el resbaladero (the slide) (rehz-bahl-ah-deh´-ro) Me gusta jugar; (hoo-gahr´) Subo la escalera (the stairs) (ehz-kah-leh´-ra) Para poder resbalar. (rehz-bah-lahr´)		At home the parents will . encourage the child to use large muscle activities
	. enjoy creative play	. provide boxes or crates for creative play

-boo

ou,

h.

Poem for sliding:

Step, step, step.
To the top at last,
Slide, slide, slide,
I come down so fast.

ando"

ing to the Store"

EMPHASIS FOR LEARNING OUTDOOR PLAY - CLIMBING, RUNNING, AND PLAYING WI

BEHAVIORAL OBJECTIVES	MATERIALS
The child will be able to	Supply:
. climb and support his weight	. climbing apparatus - large packing boxes - barrel - rope - stairs - ladders - horizontal parallel bars
. run smoothly	. ramps or any available inclines . runways
. throw and catch a ball	. large rubber balls . bean bags
. demonstrate ability to use a punching bag	. punching bag and/or large inflated clown

Tips for Teachers:

Locate climbing apparatus in space free of other outdoor equipment. It is
should have shade as well as sun. A covered outdoor area, large enough fo
that would offer a corner of privacy for housekeeping play. Here, the chil
watchful eye of the teacher.

LIMBING, RUNNING, AND PLAYING WITH BALLS

MATERIALS	ACTIVITIES
	The child will
apparatus packing boxes l s rs ontal parallel bars	. play on available equipment utilizing arm and leg muscles
any available inclines	. enjoy free play running and chasing with the other children
bber balls s	. use balls and/or bean bags for throwing, catching and kicking
bag and/or large inflated clown toy	. utilize punching bag

f other outdoor equipment. It is advisable to have a fence with child-proof exits. The area
red outdoor area, large enough for active play, is helpful on rainy days. Shrubs may be planted
housekeeping play. Here, the children can withdraw without being entirely removed from the

L A N G U A G E   D E V E L O P M E N T

Teacher	
Climb up the steps. Can you hang by the bars? Climb in the box. Can you climb on top of the barrel?	
Can you run fast? slow up down	Yo puedo correr (run) rápido, (fast) (Koh-rehr) (rah-pēē-doh) despacio (slow) (dehz-pah-sēē-oh) para arriba (up) (ah-rēē-bah para abajo (down) (ah-bah-ho)
Throw the ball to me. Catch the ball. Can you kick the ball? Throw the bean bag high to your friend.	Yo puedo tirar (throw) la pelota. (tēēr-ahr) dar un puntapié (kick) (pōōn-tah-pēē-eh)
Hit the punching bag hard. easy	Yo le puedo pegar (hit) al boxibalón. (box-ēē-bah-lo

Additional enrichment: song - "Walk to the Store"

nursery rhymes - "Juan Juanito"
"Jack Be Nimble"

E DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
	The child will . develop coordination of large and small muscles	At school the parent will . assist teacher in arranging equipment to allow adequate space for free and creative activity
Yo puedo correr (run) rápido, (fast) (Koh-rehr) (rah´-pēē-doh) despacio, (slow) (dehz-pah´-sēē-oh) para arriba, (up) (ah-rēē-bah) para abajo (down) (ah-bah´-ho)	. enjoy releasing physical energy	. offer physical support when needed . encourage group participation
Yo puedo tirar (throw) la pelota. (tēēr-ahr´) dar un puntapié (kick), (pōōn-tah-pēē-eh´) nd.	. develop motor skills	. help set limits to insure safety
Yo le puedo pegar (hit) al boxibalón. (punching bag) (box-ēē-bah-lon´)	. have the opportunity to release feelings of aggression	At home the parent will . provide similar equipment . encourage child to put away equipment

to the Store"

es - "Juan Juanito"
"Jack Be Nimble"

EMPHASIS FOR LEARNING OUTDOOR PLAY - WHEEL TOYS

BEHAVIORAL OBJECTIVES	MATERIALS
The child will be able to	**Supply:**
• **push the pedals of a tricycle**	• **tricycles**
• **balance the wheelbarrow**	• **wheelbarrows**
• **pull the wagon**	• **wagons**
• **steer the wagon**	

Tips for Teachers:

Plan activities and distribute toys so that no child monopolizes a toy. Do not
with the toy.

PLAY - WHEEL TOYS

MATERIALS	ACTIVITIES
pply:	The child will
tricycles	- ride tricycles
wheelbarrows	- push a wheelbarrow loaded or empty
wagons	- pull a wagon - steer a wagon on an incline or with another child pushing

ys so that no child monopolizes a toy. Do not require more three children to stand in line for a turn

LANGUAGE DEVELOPMENT

The teacher uses conversational language adaptive to the situation.

Sit in the wagon.
It's your turn to ride.
Pull the wagon.
Push the wheelbarrow.
    wagon
Ride on the tricycle.
    in the wagon
        wheelbarrow

Me siento en (I sit) el tricíclo. (tricycle)
(sēē-ehn´-toh) (trēē-sēēk´-lo)
Me paseo en (I ride)
(pah-seh´-oh)
Empujo (I push)
(ehm-pōō´-ho)
Estiro (I pull)
(es-tēē´-ro
El tricíclo (tricycle) tiene tres ruedas.
(trēē-sēēk´-lo) (tēē-eh´-neh) (rōō-eh´-dahz)
El carro (wagon) tiene cuatro ruedas.
(kah´-ro) (cōō-ah´-tro)
La carretilla (wheelbarrow) tiene una rueda.
(Kah-reh-tēē´-ya)

Action verse for wagon play:

Who wants to ride today?
Who wants to ride today?
Climb inside, sit right down,
I will pull you up to town.

Action verse for tricycle:

Push the pedals down, down, down,
Now the wheels go round and round.

OPMENT	VALUES DERIVED	PARENT'S TASKS
o the situation.	The child will . gain strength in leg and arm muscles . share and take turns . use language in creative play with wheel toys	At school the parents will . help set limits which insure safety and group participation . watch for fatigue and restlessness and redirect energy of children when desirable . encourage children to put away equipment At home the parent will . provide toys that are conducive to the development of large muscles . teach proper care of wheel toys

verse for tricycle:
e pedals down, down, down,
wheels go round and round.

Action verse for wheelbarrow:
Push the wheelbarrow -
Hold it so,
Or on the ground the toys will go.
(boy, girl may be substituted for toys).

EMPHASIS FOR LEARNING OUT DOOR PLAY - DIGGING AND GARDENING

BEHAVIORAL OBJECTIVES	MATERIALS
The child will be able to	Supply:
. use media conducive to creative expression	. outside sand box with cover . sand shovels . small autos and trucks
. pour to and from containers	. different size cans . plastic bowls . spoons . sifters . pans and muffin tins
. exhibit vegetables and flowers he has grown	. designated area for gardening . sturdy junior garden tools

Tips for Teachers:

The outdoor sandbox is more satisfying to a young child than a sand table because
dren will start their outdoor play in the sandbox while watching the more active
return to the sandbox because of the satisfaction sand play brings. The cover fo

GING AND GARDENING

MATERIALS	ACTIVITIES
	The child will
nd box with cover	. participate in sand play
ls	- filling and emptying
s and trucks	- pouring
size cans	- sifting
wls	- measuring
	- stirring
	- dramatic play
uffin tins	
area for gardening	. work in the garden
ior garden tools	- preparing the soil
	- planting the seeds
	- pulling the weeds
	- watering
	- harvesting the vegetables
	- picking the flowers

young child than a sand table because he needs to get into the sand himself. Many young chil-
andbox while watching the more active play; after moving on to other play interests, they will
ction sand play brings. The cover for the sandbox is necessary to keep the sand clean and dry.

LANGUAGE DEVELOPMENT

Teacher

Pour the sand.
Sift
Stir

Fill the can.
Empty

Lets make a cake.
pie
muffins
street

Here are some cars.

Shovel the dirt.

Rake the clods.

Make a row.
hole

Plant the seeds.

Yo lleno el cubo (I fill the pail) con arena. (
(yeh'-no) (Kōō'-boh) (ah-reh'-n

Yo coelo (sift) la arena.
(ko-eh'-lo) (ah-reh'-nah)
revuelvo (stir)
(re-vōō-el'-vo)
vacio (empty)
(va-sēē'-oh)

Action verse for sand box:

Sift the sand into a bowl,
And now a spoon I take;
Stir it, pour it in a pan,
And now a cake I make.

Action Verse for gardening:

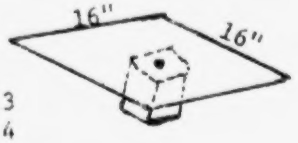
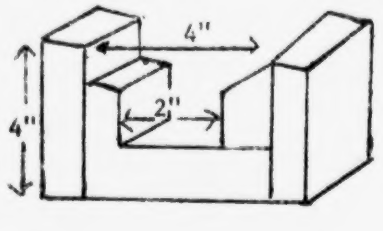
Dig the dirt,
Rake the dirt,
Plant the seed just so;
Water it, now watch...
Soon my plant will grow.

EVELOPMENT	VALUES DERIVED	PARENT'S TASKS
l cubo (I fill the pail) con arena. (sand) (Kōō'-beh) (ah-reh'-nah) (sift) la arena.) (ah-reh'-nah) o (stir) l'-vo) (empty) oh)	The child will . gain experience in the use of different manipulative materials to extend learning . show social-emotional growth through cooperative activities with his peers . develop responsibility through assuming care of plants	At school the parent will . re-emphasize limits for sand box play - sand must be kept in the box - sand must not be thrown . be responsible for covering and uncovering the sand box . encourage children to put away sand toys At home the parent will . enforce limits of sand play . help child plant a garden

tion Verse for gardening:

g the dirt,
ke the dirt,
ant the seed just so;
ter it, now watch...
on my plant will grow.

EMPHASIS FOR LEARNING PERCEPTUAL-MOTOR DEVELOPMENT (1) WHOLE BODY MOVEMENTS

BEHAVIORAL OBJECTIVES	MATERIALS
The child will be able to	Supply:
. hop on either foot . jump on both feet forward and sideways . skip (alternate hopping)	. familiar target (object) at nose level
. move in rhythm	. drum
. balance on board	. balance board  *p81 3 sizes for base 3 x 3 4 x 4 5 x 5
. balance while using walking board	. 2" x 4" x 8' Walking board *p76 

Tips for Teachers:

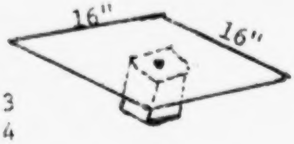
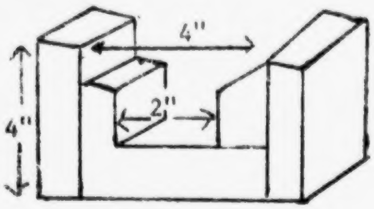
Teachers desiring further guidance in this area, may refer to:

1. "An Individual and Group Perceptual Motor Training Program" pamphlet by William Maskowitz DD, Somerville, N. Y.

*2. Success Through Play by D. H. Radler and Dr. Newell Kephart, Harper and Row, N.

Games are described in the section "Guiding the Teacher." The teacher may add interest t such as naming the walking beam "Harbor Bridge."

EVELOPMENT (1) WHOLE BODY MOVEMENTS

MATERIALS	ACTIVITIES
	The child will
arget (object) at nose level	- play games - "Giant Steps" - "May I"
ard 3 sizes for base 3 x 3 4 x 4 5 x 5 	- perform simple calisthenics on balance board
8' ard 6 	- perform on walking board as directed by teacher

area, may refer to:
l Motor Training Program"
DD, Somerville, N. Y.
er and Dr. Newell Kephart, Harper and Row, N. Y.

the Teacher." The teacher may add interest to the activities by using imaginative descriptions
dge."

LANGUAGE DEVELOPMENT

Teacher

Look at the ___________. (familiar target such as window, door)
Hop to the window.
Jump door
Skip door

Walk to the drum beat. (vary beat - fast)
March slow
Jump loud
soft

Toco el tambor (drum) rápido. (f
(tahm'bohr) (rah'pee-doh
despacio (s
(dehz-pah-s
fuerte (lo
(foo-ehr'teh
quedo (sof
(keh'doh)

Stand on the balance board.
Bounce the ball.
Throw and catch the ball.
Clap your hands over your head.
Touch your knees.
shoulders

Tiro (I throw) la pelota (ball)
Pesco (I catch)
[illegible]

Walk slowly to the end of the walking board.
Walk backwards to the end.
Walk sideways to the end.
Walk to the end, turn around and return.
Walk to the center, turn around and return.
Walk to the center, bounce, and return.

Puedo andar (I can walk) derecho
(poo-eh'-do) (deh-reh'c
de lado (si
(lah'-doh
para atrás
(ah-tra
para delant
(eeh-la

The child is not expected to repeat the teacher's directions.
Additional enrichment: songs - "Play and Sing"
"La Rueda de San Miguel"

EVELOPMENT	VALUES DERIVED	PARENT'S TASKS
such as window, door)	The child will . begin to develop body movement coordination	At school the parent will assist child in performing activities.
Toco el tambor (drum) rápido. (fast) (tahm-bohr') (rah-pee-doh) despacio (slowly) (dehz-pah-see-o) fuerte (loud) (foo-ehr-teh) quedo (softly) (keh-doh)		At home the parent will . encourage the child to use motor skills
Tiro (I throw) la pelota (ball) Pesco (I catch) ([illegible])	. begin to acquire body balance . develop awareness of directionality	. build a balance board . use a rope for child to practice balance exercise
rd. Puedo andar (I can walk) derecho. (straight) (poo-eh'-do) (deh-reh'cho) de lado (sideways) (lah'-doh) n. para atrás (backwards) (ah-trahz') para delante (forwards) (deh-lahn'-teh)	. develop spatial orientation	

eacher's directions.
Sing"
de San Miguel"

EMPHASIS FOR LEARNING PERCEPTUAL-MOTOR DEVELOPMENT (2) PARTS OF BODY MOVEM

BEHAVIORAL OBJECTIVES	MATERIALS
The child will be able to	Supply:
. point to parts of body on verbal commands	
. name parts of body as designated by teacher	
. move designated parts of body	. puppets . mirror . drum

Tips for Teachers:

Use imaginative stories and descriptions with all exercises.
"Let's Take a Walk on London Bridge." (walking board)

OTOR DEVELOPMENT (2) PARTS OF BODY MOVEMENTS

MATERIALS	ACTIVITIES
:	The child will
	. follow directions standing, sitting, lying down
	. play "Simon Says"
	. dance "Hokey Pokey"
pets	. imitate puppets
ror	. play
m	- Mirror Game (children imitate each other)
	- Bumps-A-Daisy (hip movements)
	- Caterpillar Game (pretend caterpillar is crawling over body, move that part)

ons with all exercises.
(walking board)

LANGUAGE DEVELOPMENT

Teacher

This is my head.
nose
chest

These are my shoulders.
legs
feet
arms

(children on backs)
Raise your head off the floor.
shoulders
chest (to sitting position)

(children sitting)
Lower your chest to the floor.
shoulders
head

(children on backs)
. Sit
. Pull knees up, feet flat on floor
. Jump up to standing position
(repeat to drum beat)
(standing)
. Sit with knees up
. Straighten legs
. Lie on floor
(repeat to drum beat)

Me atoco (touch) mi cabeza. (head)
(ah-toh´-koh (kah-beh´-sah)
nariz (nose)
(nahr-is´)
pecho (chest)
(peh´-cho)
mis hombros (shoulde
(ohm´-brohz)
rodillas (knees)
(roh-dēē´-yahz)

Me paro de pie. (I stand)
(pah´-roh) (pē-eh)

Me siento.(I sit)
(sēē-ehn´-toh)

Me acuesto.(I lie down)
(ahk-ŏŏ-ehz´-toh)

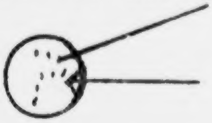
Additional enrichment: song - "Put Your Finger in the Air"
finger play - "Los Dedos"

DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
Me atoco (touch) mi cabeza. (head) (ah-toh´-koh (kah-beh´-sah) nariz (nose) (nahr-is´) pecho (chest) (peh´-cho) mis hombros (shoulders) (ohm´-brohz) rodillas (knees) (roh-dēē´-yahz) Me paro de pie. (I stand) (pah´-roh) (pēē-eh) Me siento.(I sit) (sēē-ehn´-toh) Me acuesto.(I lie down) (ahk-ŏŏ-ehz´-toh)	The child will . be aware of whole body . develop adequate laterality . develop concept of spatial orientation and directionality	At school the parent will model and encourage child to imitate finding parts of body. At home the parent will encourage child to use names for body parts.

Finger in the Air"

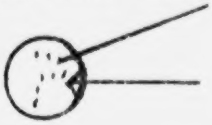
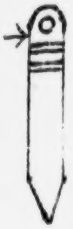
os Dedos"

EMPHASIS FOR LEARNING PERCEPTUAL - MOTOR DEVELOPMENT (3) EYE - MOTOR COORDINATIO

BEHAVIORAL OBJECTIVES	MATERIALS
The child will be able to	Supply:
. follow flash light beam with either and/or both eyes	. flash light
. touch rubber ball in movement	
. follow rubber ball in movement with his eyes	. a suspended rubber ball with string as shown bel 
. follow dowel rod in movement with both eyes together	. pencil rod with thumbtack in eraser 8"→
. copy simple designs on pegboards	. 2 pegboards . pegs with large heads

Tips for Teachers: All activities are performed with each eye and then with both ey

DEVELOPMENT (3) EYE - MOTOR COORDINATION

MATERIALS	ACTIVITIES
	The teacher will instruct the child to
ght	. follow light with his eyes as he - keeps head still - looks only at light beam
ded rubber ball with string as shown below 	. lie down and use eye movements to follow a ball swinging - in pendulum motion - to and fro - in a circular motion
od with thumbtack in eraser 8" 	. use his eyes to follow the tack as the pencil is moved - to form the arc of a circle - in a 20" radius with the child as the center - up and down diagonally
rds h large heads	

ormed with each eye and then with both eyes. Head is not moved.

LANGUAGE DEVELOPMENT

The child may

imitate some of teacher's directions incidentally as he follows the directed acti

DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
dentally as he follows the directed activities.	The child will . develop smooth eye movement . develop eye-hand coordination	At school the parent will . direct beam, watch child's eye movement, give needed practice . swing ball and observe eye movements, give needed practice . use pencil or rod, observe eye movements, give needed practice At home the parent will repeat similar eye exercise practices

EMPHASIS FOR LEARNING PERCEPTUAL-MOTOR DEVELOPMENT (4) EYE-MOTOR COORDINATI

BEHAVIORAL OBJECTIVES	MATERIALS
The child will be able to	Supply:
- exhibit large flowing arm motions	- oversize kindergarten chalk
- construct straight lines from dot to dot	- 3' x 4' chalkboard hinged to wall so bottom wi out and board may be used at different angles
- draw lines and shapes of different sizes	- templates of geometric forms

Tipe for Teachers: Templates are made from pieces of pressed wood with shapes cu then as a stencil. The child traces inside the cutout board shape onto the chalkboard. These templates are available com

The child holds the template or chalkboard with one hand and

MATERIALS	ACTIVITIES
ly:	The teacher will instruct the child to
versize kindergarten chalk ' x 4' chalkboard hinged to wall so bottom will swing ut and board may be used at different angles	. scribble anyway he wants to (encourage large movements in any direction) . draw a line on the chalkboard as straight as he can, following dots made randomly by teacher . make a circle (encourage free smooth movement; if child needs help, draw 18" circle for child to trace, first with the finger touching the board and then not touching) . make a straight line using straight and slanted downward strokes (if child moves out of place, tape footprints to floor)
emplates of geometric forms	. make a circle (use template if necessary) . make a square (use template if necessary)

---

ade from pieces of pressed wood with shapes cut out of them in geometric forms. This board is used
l. The child traces inside the cutout board having chalk touching the edge of the form as he traces
halkboard. These templates are available commercially or can be made.

the template or chalkboard with one hand and uses his dominant hand to trace inside the cutout board.

LANGUAGE DEVELOPMENT

Ésta es una rueda. (circle) (rŏŏ-eh'-dah)
un cuadro (square) (cŏŏ-ah'-droh)
un triángulo (triangle) (trēē-ahn-gŏŏ-loh)

EVELOPMENT	VALUES DERIVED	PARENT'S TASKS
iah) droh) hn-gŏŏ-loh)	The child will develop	At school the parent will
	. gross motor control	work with individual children at board
	. become aware of directionality	
	. be able to reproduce shapes following tactile-kinesthetic experiences	At home the parent will
		call attention to shapes found in environment.

EMPHASIS FOR LEARNING PERCEPTUAL - MOTOR DEVELOPMENT (5) AUDITORY-VISUAL MA

BEHAVIORAL OBJECTIVES	MATERIALS
The child will be able to	Supply:
. repeat rhythm by sounds only	. stick or spoon
. reproduce rhythm by sound and sight	
. perform activity when given oral direction	. record player . records . listening station . tape recorder . tapes made by teacher, giving directions to chi in using peg boards and buttons . peg boards and pegs . buttons

Tips for Teachers:

"Johnny Works with One Hammer" may be sung or used as a finger play activity.

OPMENT (5) AUDITORY-VISUAL MATCHING

TERIALS	ACTIVITIES
	The teacher will instruct the child to . close his eyes and imitate rhythmic tapping pattern (vary speed and rhythm) — — — •—•—•— — —• — —• — —•
ion	. sing "Johnny Works with one Hammer" as cumulative activity using one hand, then both hands; one foot, both feet, and finally, nodding head
teacher, giving directions to children oards and buttons pegs	. make a straight row with red pegs . put one red peg and one green peg, etc. . put the buttons in a line on the table . count the buttons one, two, three

ed as a finger play activity.

LANGUAGE DEVELOPMENT

Habro (I open) los ojos. (eyes)
(ahb'-roh) (oh'-hos)

Cierro (I close)
(s͞ee-ehr'-oh)

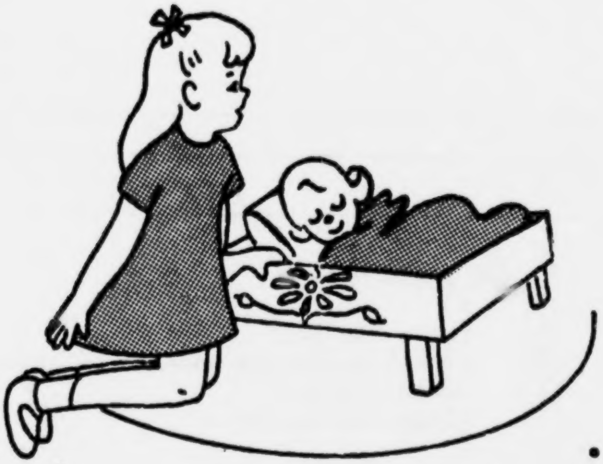
Muevo (I move)
(m͝oo-eh'-voh)

Parpareo (I blink)
(pahr-pah-reh'-oh)

Additional enrichment: song - "Johnny Works with One Hammer"

E DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
	The child will . follow directions . develop recall . listen discriminately . strengthen fine motor muscles . develop whole body coordination	At school the parent will direct child in exercises At home the parent may direct similar exercises with own children.

ny Works with One Hammer"



N

is for New Expe

Bathing the Baby _________ 70

Playing Store ____________ 72

Doll's Birthday ___________ 74

Beauty Shop ____________ 76

Playing Doctor and Nurse __ 78

N

s for New Experiences

y ________ 70

__________ 72

__________ 74

__________ 76

nd Nurse __ 78

Playing School______ 80

Sewing ___________ 82

Shaving ___________ 84

Going Places ______ 86

Train Game _______ 88

EMPHASIS FOR LEARNING ROLE PLAYING - BATHING THE BABY

BEHAVIORAL OBJECTIVES	MATERIALS
The child will be able to . use materials properly . identify body parts . gain small muscle dexterity	Supply: . towel covered table . plastic bath tub . can of baby powder . wash cloth . soap . towel . diaper and safety pins . washable baby doll

Tips for Teachers:

Set the scene with a temporary center and suggest that the "baby" needs a bath.

Direct conversation using applicable vocabulary.

Establish a routine for cleaning after play.

- BATHING THE BABY

MATERIALS	ACTIVITIES
, covered table ic bath tub f baby powder cloth r and safety pins ble baby doll	The child will . bathe the doll . repeat sentences modeled by teacher . dress the doll . clean the center

and suggest that the "baby" needs a bath.

ocabulary.

play.

LANGUAGE DEVELOPMENT

Give the "baby" a bath.

Here is the soap.
wash cloth
towel
powder

Wash the "baby's" face.
hands
arms
ears
legs
feet

The baby looks clean.
pretty

Le lavo (wash) la cara (face) al niño.
(lah'-voh) (kah'-rah) (nee-ño)
las manos (hands)
(mah'-noz)
los brazos (arms)
(brah'-sohz)
las orejas (ears)
(oh-reh'-haz)
las piernas (legs)
(pee-ehr'-nahz)
los pies (feet)
(pee-ehz')

Tune: (Did you Ever See a Lassie?)

Baño al niño pequeño, pequeño, pequeño;
(bah'-ño)(nee'-ño) (peh-keh'-ño)
En el baño chiquito lo voy a bañar;
(chee-kee'-toh) (bah-ñar')
Con jabón y agua, con paño (wash cloth) y toalla (towel),
(ha-bohn') (pah-ño) (toh-ah-ya)
Y mientras yo lo baño, le voy a cantar.
(mee-ehn'-trahz) (kahn-tahr')

Bathing

I'll bat
I'll bat
With soa
With was
I'll bat

GE DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
al niño. (nẽe-ño) s) s) s) z) gs) ahz)	The child will . assume certain responsibilities for bathing the doll . clarify concepts regarding role of mother . practice basic language skill . strengthen concept of acceptable standards of cleanliness	At school the parent will be available to help with pins, see that children take turns, encourage conversation. At home the parent will use meaningful vocabulary in both English and Spanish while bathing child, thereby strengthening concept of parts of the body

eño;

ar')
oth) y toalla (towel),
(toh-ah-ya)
tar.
n-tahŕ)

Bathing Baby (Tune: Did you Ever See a Lassie?)

I'll bathe the little baby, the baby, the baby,
I'll bathe the little baby, I'll bathe her today.
With soap and with water.
With wash cloth and towel,
I'll bathe the little baby, I'll bathe her today.

EMPHASIS FOR LEARNING PLAYING STORE

BEHAVIORAL OBJECTIVES	MATERIALS
The child will be able to	Supply:
. identify money	. toy money
. make a choice	. stores representing - ice cream parlor with tagboard cones conta Styrofoam ice cream colored pink, yellow brown to represent strawberry, vanilla an chocolate ice cream
. orally identify merchandise displayed	- fruit and vegetable store with plastic fr and vegetables
. participate in conversational dialogue	- toy store containing plastic cars, trucks airplanes, small dolls, and other availab store items
. discriminate choices by size and color	- pet store with small toy animals (prefera several types of each animal)

Tips for Teachers:

The store is more effective if the articles used are not from the toys used i intervals.

MATERIALS	ACTIVITIES
	The child will
	. use toy money in a play-store situation
presenting am parlor with tagboard cones containing oam ice cream colored pink, yellow and/or to represent strawberry, vanilla and ate ice cream	. assume roles of storekeeper and customer
and vegetable store with plastic fruits getables	. purchase fruits and vegetables
ore containing plastic cars, trucks, nes, small dolls, and other available items	. assume adult roles in making purchases
ore with small toy animals (preferably l types of each animal)	. indicate preference of animal using descriptive adjectives

s used are not from the toys used in the centers. Set up different type stores at varied

LANGUAGE DEVELOPMENT

I have a penny.
nickel
dime

I want to buy strawberry ice cream.
vanilla
chocolate

May I have some _______________?

Which one do you want?

I want the red boat.
yellow car
blue truck
green airplane
big dog
little cat

I will buy apples.
oranges
grapes
bananas

He bought ________

Finger play: Hand represents basket and fingers represent the fruit.

Yo tengo fruta en mi canastita;
(frōṓ-tah) (kahn-ahz-tēḗ-tah)
Uvas, manzanas, y peritas,
(ōō-yahz) (peh-rēē-tahz)
Plátanos y duraznos también
(plah-tah́-nohz) (dōō-rahź-nohz)
Mis frutas bonitas, mis frutas bonitas!
(mēēs) (-frōō-tahz) (bohn-ēḗ-tahz)

DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
He bought ____________________.	The child will . become acquainted with value of money . practice communicative skills . enjoy participation in role playing situations . gain knowledge of colors, numbers, and sizes of articles for sale	At school the parent will help set up store and keep it in order At home the parent will . take child to variety of stores . allow child to make choices of purchases in store . help child to learn value of coins

fingers represent the fruit.

ita;
-ahz-tēē-tah)

-tahz)

tas bonitas!
(bohn-ēē-tahz)

Additional enrichment:

song - "Going to the Store"

"Manzanitas"

finger play - "Counting Pennies"

EMPHASIS FOR LEARNING ROLE PLAY - DOLL'S BIRTHDAY PARTY

BEHAVIORAL OBJECTIVES	MATERIALS
The child will be able to	Supply:
. make a choice of gifts . manipulate materials for wrapping and tying	. small trinkets for presents . wrapping material - small boxes - tissue paper - ribbons
. place specified number of candles on cake	. birthday cake . candle holders . candles
. develop small muscles in dressing dolls	. doll clothes

Tips for Teachers:

Make the doll's birthday cake from a round box, painted with whipped soap fl
holders and candles.

Select one doll and suggest that she is having a birthday and the other dol

DOLL'S BIRTHDAY PARTY

MATERIALS	ACTIVITIES
	The child will
l trinkets for presents ping material mall boxes issue paper ibbons	. select and wrap birthday gifts
hday cake le holders les	. prepare refreshment table for the party
clothes	. give the party

ound box, painted with whipped soap flakes or covered with paper mâché. Decorate cake with candle

s having a birthday and the other dolls are invited. Teacher must be available to direct dialogue.

LANGUAGE DEVELOPMENT

I want the ring.
bracelet
doll
watch

May I have ice cream?
Would you like cake?
coffee
cookies

Please give me some coffee.

Thank you.

Dáme (give me) el anillo (ring), por favor (please). Gracias. (thank yo
(dah́-meh) (ah-nēé-yo) (grah́-sēe-ahz)
la muñeca (doll)
(́mōo-ñeh-ka)
el reloj (watch)

Pásame (pass, to me) las galletas (cookies), por favor. Gracias.
(gah-yeh́-tahz)
el café (coffee)
(kah-feh́)
el pan (bread)
(pahn)

DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
por favor (please). Gracias. (thank you) (grah'-sēē-ahz) (cookies), por favor. Gracias. ahz) fee) d)	The child will . practice courteous social patterns . extend small muscle dexterity through wrapping and tying of gifts . develop language through role play	At school the parent will . distribute materials necessary for simulated gifts . decorate the cake At home the parent will: . extend learning through having a birthday party for a child . use proper social courtesies

EMPHASIS FOR LEARNING ROLE PLAY - BEAUTY SHOP

BEHAVIORAL OBJECTIVES	MATERIALS
The child will be able to express creativity in role playing situations	Supply: . rollers (preferably sponge type) . bobby pins . combs . ribbons and barrettes . hair dryer made from a large plastic bowl fasten a chair . center decorations (pictures of hair styles cut magazines)

Tips for Teachers:

This activity provides free spontaneous play conducive to the extension of commun utilization of the material but should be allowed to develop role playing situati

- BEAUTY SHOP

MATERIALS	ACTIVITIES
: lers (preferably sponge type) by pins bs bons and barrettes r dryer made from a large plastic bowl fastened to hair ter decorations (pictures of hair styles cut from azines)	The child will role play situations involving beauty operator and patron

ous play conducive to the extension of communicative skills. The pupil will need active guidance in
ld be allowed to develop role playing situations independently.

LANGUAGE DEVELOPMENT

Language development is incidental and might be of a nature far removed fro with which the child is working. Spontaneous conversation while role playi aged.

The teacher may build concepts through observations as:

Your clean hair looks pretty.

I like your pony tail.

Your hair looks very nice.

Your hair needs to dry longer.

I like your long hair.

The spray smells nice.

Your hair feels smooth.

GE DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
and might be of a nature far removed from the materials pontaneous conversation while role playing is encour- ugh observations as:	The pupil will . develop social skills through role playing . extend social emotional growth through sharing and taking turns . learn how to properly cleanse and arrange hair . increase self-esteem through improved appearance	At school the parent will . check adequacy of materials, and supplement as necessary . instruct children in usage of equipment At home the parent will . take proper care of child's hair . implement proper sanitary procedures

EMPHASIS FOR LEARNING ROLE PLAYING - DOCTOR AND NURSE

BEHAVIORAL OBJECTIVES	MATERIALS
The child will be able to . role play situations involving doctor and/or nurse . use correct terms related to his health	Supply: . nurse's kit including apron, cap, bandages, c toy "shots" . doctor's kit including stethescope, thermomet microscope, and glasses

Tips for Teachers:

Motivate the activity by suggesting that the dolls are ill. Tempera spots pain

DOCTOR AND NURSE

MATERIALS	ACTIVITIES
s kit including apron, cap, bandages, candy pills, hots" 's kit including stethescope, thermometer, toy cope, and glasses	The child will . wear costume appropriate to his role dramatize situations using doll as patient - put to bed - give shot - take temperature - take doll to the hospital

the dolls are ill. Tempera spots painted on dolls resemble chicken pox or measles.

LANGUAGE DEVELOPMENT

My doll is sick.
has measles
chicken pox
sore throat
fever

Her head hurts.
stomach
foot

She wants to vomit.

I'm going to the doctor.
nurse
dentist

She needs medicine.
a shot
bandage

Ésta muñeca (doll) está enferma (is sick)
(mŏŏ-ñeh-ka) no está (is well)
está muy (is very s
(mŏŏ-ē)

EVELOPMENT	VALUES DERIVED	PARENT'S TASKS
muñeca (doll) está enferma (is sick) (ehn·fehr·mah) mōō-ñeh·kā) no está (is well) está muy (is very sick) (mōō·ēē)	The child will . become familiar with terms of expression . develop attitude that doctors and nurses are our friends . develop receptive attitude toward immunization	At school the parent will . make nurse and doctor costumes . arrange the "hospital" or clinic in designated place . store materials after play At home the parent will . reinforce positive attitude toward good health . discuss doctor's role in improving health - importance of following directions - importance of immunizations

EMPHASIS FOR LEARNING **ROLE PLAYING - PLAYING SCHOOL**

BEHAVIORAL OBJECTIVES	MATERIALS
The child will be able to . express creativity in role playing . communicate in basic English vocabulary . recite familiar poems	Supply: . "reading books" containing pictures . picture flash cards . paper . crayons

Tips for Teachers:

This is a small group activity.

The "teacher" should be a child with leadership qualities who can role play the par

HOOL

RIALS	ACTIVITIES
	The child will
containing pictures	. listen and respond to the "teacher"
rds	. participate in oral drill
	. follow verbal instructions

ualities who can role play the part and make the exercise constructive.

LANGUAGE DEVELOPMENT

Review of basic English vocabulary:

That is a ____________ (picture cards of familiar objects, displayed by the "
Here is a ____________
I have a ____________
I see the ____________
Give me a ____________

Additional enrichment: songs - "Safety"
- "School"
- "Manzanitas"

DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
familiar objects, displayed by the "teacher"	The child will . reinforce learning English . develop social-emotional concepts . participate in cooperative play	At school the parent will assist in preparing materials needed by the children in their role of teacher or pupil. At home the parent will make books and other materials accessible to the child so that role playing is encouraged as a game at home.

EMPHASIS FOR LEARNING SEWING

BEHAVIORAL OBJECTIVES	MATERIALS
The child will be able to . develop small muscle and eye-hand coordination . manipulate a needle and thread . create a design that is pleasing to him	Supply: . blocks of colored burlap . colored yarn . large eye plastic needles

Tips for Teachers:

All children will not be interested in this activity and should not be pressured
accomplish the same objective.

MATERIALS	ACTIVITIES
ks of colored burlap red yarn e eye plastic needles	The child will . experience the pushing and pulling of a needle while stitching (no form or pattern is observed) . stitch on a line drawn on the burlap with chalk . create a picture from a basic shape such as a circle, square or triangle

this activity and should not be pressured to take part. Substitute other activities that will

LANGUAGE DEVELOPMENT

Free conversation will be carried out in either Spanish or English while the child i sewing.

Action rhyme for beginning stitchery:

In and out my needle goes
Down and up my needle sews.

Action rhyme for sewing a design:

Push and pull the yarn on through
Here is something I can do.

Poem:

Por arriba y por debajo (ah-rēē′-bah) (deh-bah′-ho)	Over and under
De la telita, (teh-lēē′-tah)	The little cloth,
Cose, Cose mi agujita (keh′-seh) (ah-gōō-hēē′-tah)	My little needle sews, sews.

DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
n either Spanish or English while the child is Over and under The little cloth, My little needle sews, sews.	The child will . derive a feeling of accomplishment . gain eye hand coordination . enjoy an "adult" activity	At school the parent will . thread needles . untangle yarn . see that child does not injure himself or others At home the parent will . provide stitching opportunities . praise the child for his efforts

EMPHASIS FOR LEARNING SHAVING

BEHAVIORAL OBJECTIVES	MATERIALS
The child will be able to . dramatize an adult experience through role-playing . use tactical sense of fingers to discriminate	Supply: . safety razor with no blade . aerosol cream . pan with water . towel . mirror

Tips for Teachers:

This should be set up as a temporary center. Put a mirror and a pan with water on a tab
this role playing situation. This activity must be restricted to boys.

MATERIALS	ACTIVITIES
with no blade r	The child will . imitate adult role in shaving . use applicable language to describe feeling of face

b Put a mirror and a pan with water on a table. The center itself will stimulate the child in
must be restricted to boys.

LANGUAGE DEVELOPMENT

You shave with a razor.
your whiskers

You use soap.
water
a towel

You look at yourself in the mirror.
clean

The child repeats after the teacher;

My face feels smooth.
clean
soft
cool

Additional enrichment: song—"Shaving"

EVELOPMENT	VALUES DERIVED	PARENT'S TASKS
	The child will . experience the performance of an adult role . use both large and small muscles while shaving . develop a vocabulary that describes this experience	At school the parent will set up the shaving center. At home the parent will strengthen the father role concept by encouraging father-child companionship.

EMPHASIS FOR LEARNING GOING PLACES

BEHAVIORAL OBJECTIVES	MATERIALS
The child will be able to	Neighborhood excursions may be planned
• tell what is familiar about a particular place visited	
• discuss "neighborhood walk" experiences	Walks to • see where people live • see trees and flowers
• evaluate the environment as to work and play area	• visit a park to play or picnic
• tell about different kinds of work people do	• visit a lumberyard • a florist's shop
• identify fruits and vegetables	• a grocery store
• discuss indoor and outdoor occupations	• see people and machinery at work, such as bui under construction, cement mixers, street rep or telephone repairmen • visit a garage • a beauty shop • a filling station
• recall experiences of excursions	Supply: • pictures relating to excursions • "dress-up" clothes

Tips for Teachers: Excursions should be simple and kept as close to the childr should be walking trips in the neighborhood. Each school w will need to adjust excursions to fit the area.

GOING PLACES

MATERIALS	ACTIVITIES
ood excursions may be planned	The child will
	. discuss what he already knows about the particular place visited
ere people live ees and flowers	. observe neighborhood environment . observe colors, sizes, and shapes in nature
park to play or picnic	. pack a lunch
lumberyard st's shop	. purchase nails . get lumber scraps for work bench activities . select a plant to buy for classroom . buy fruit or vegetables for food preparation activities
ry store	
ple and machinery at work, such as buildings onstruction, cement mixers, street repair crew phone repairmen garage y shop ng station	. observe people at work
s relating to excursions -up" clothes	. discuss what was seen on trips . role-play various occupations

simple and kept as close to the children's natural experiences as possible. These excursions
ps in the neighborhood. Each school will not be near all of the listed places, so each teacher
xcursions to fit the area.

LANGUAGE DEVELOPMENT

The teacher will use language adaptable to the situation.

What will we see when we go to ____________________?

See the different houses.

Let's pack a picnic lunch.

Look at the tall trees.

We will not pick the flowers in the park.

Where does your father work?

Does your mother work?

Additional enrichment: song - "Going to the Store"

DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
o the situation. ____________?	The child will . use sensory perception . be motivated to use oral language . gain awareness of immediate environment	At school the parent will assist in safety of children. At home the parent will . stimulate conversation about experiences . take child on longer trips . talk about what is seen

the Store"

EMPHASIS FOR LEARNING THE TRAIN GAME - DRILL ON VERBS (SEE-SAW)

BEHAVIORAL OBJECTIVES	MATERIALS
The child will be able to	Supply:
. arrange chairs in a line	. blocks, boxes or chairs
. use correct English words to describe action as depicted in picture	. transparencies or flash card pictures dep or pet performing the action to be descri
. use the present and past tense of the verb to see	
. answer questions in a complete sentence	

Tips for Teachers.

Display the picture or transparency as the child pretends to look out the

Playing the make believe game of taking a trip relieves the tedium of dril if the child's attention wanders. Limit the transparencies or cards to fi

AME - DRILL ON VERBS (SEE-SAW)

MATERIALS	ACTIVITIES
y:	The child will
ocks, boxes or chairs	- construct a train, bus, or airplane using the materials supplied
ansparencies or flash card pictures depicting child pet performing the action to be described	- look "out the window" - describe the action using the present tense "I see" - answer the question "What did you see?" by using "I saw"

as the child pretends to look out the window.

ing a trip relieves the tedium of drill on the child's imagination. The game should not be prolonged imit the transparencies or cards to five scenes at the beginning.

LANGUAGE DEVELOPMENT

Teacher	Pupil
What is the boy doing?	The boy is playing ball.
girl	girl jumping rope
bird	bird flying
dog	dog running
cat	cat drinking milk
What do you see?	I see the boy playing.
	girl skipping
(Remove the picture)	I saw the man working.
What did you see?	rabbit hopping

EVELOPMENT	VALUES DERIVED	PARENT'S TASKS
Pupil	The child will	At school the parents will
The boy is playing ball. girl jumping rope bird flying dog running cat drinking milk	. attain increased attention span	. prepare flash cards
	. improve English vocabulary	. operate projector
I see the boy playing. girl skipping	. structure sentences correctly	At home the parents will
I saw the man working. rabbit hopping		play "I see" with the child while riding or walking.

I

is for Interesting

Self-awareness ------

Science Center

Animals ------------

Plants ------------

Air ------------

Sound ------------

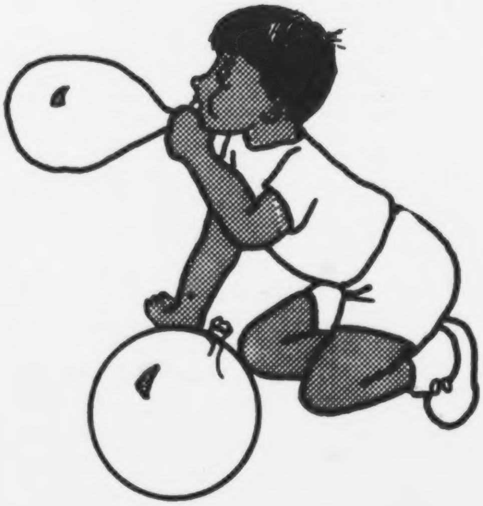
I

or Interesting Discoveries

areness ---------------- 92

Center

mals -------------------- 94
nts ----------------------- 96
------------------------ 98
nd ----------------------- 100



EMPHASIS FOR LEARNING SELF AWARENESS

BEHAVIORAL OBJECTIVES	MATERIALS
The child will be able to	Supply:
• identify parts of the body	
• locate facial features	• flannel board • flannel cut outs of head
• direct the teacher in drawing a figure	• chalk • chalk board

Tips for Teachers:

Additional enrichment: song - "Partes del Cuerpo"
finger plays - "Fingers and Toes"
"My Face"
"Parts of the Face"

MATERIALS	ACTIVITIES
	The child will
	• point to and name the parts of his body as indicated by the teacher
board cut outs of head	• use finger play "Parts of the Face" • name and correctly place on the flannel board the different parts of the head
ard	• tell the teacher how to draw on the chalk board one of the children chosen as a model • identify the missing part when erased by teacher

Cuerpo"
gers and Toes"
Face"
ts of the Face"

LANGUAGE DEVELOPMENT

Formal: Here are the eyes.
ears
is nose
mouth
hair
neck

Put his head on the flannel board.
nose
mouth
hair
neck
face

That is his head.

Those are his eyes.
ears

Put his eyes on the flannel board.
ears

Those are his eyes.

He has two eyes.
She one nose

I will draw his head arms
neck body
shoulder legs

EVELOPMENT	VALUES DERIVED	PARENT'S TASKS
. d.	The child will . practice English in a group situation . become aware of the oneness and twoness of body parts . grow in self-awareness . relate knowledge of self-identity to other persons	At school the parents will help individual children who have difficulty repeating sentence patterns At home the parents can help the child . touch and name the parts of the face and body while looking in the mirror . repeat the rhymes identifying the parts of the body

EMPHASIS FOR LEARNING SCIENCE CENTER - ANIMALS

BEHAVIORAL OBJECTIVES	MATERIALS
The child will be able to . identify by name - animals in the classroom - pictures of animals displayed in room - the various body parts of animals . identify daily needs of animals . classify animals by family groups	Supply: . aquarium with fish . animals in cages - turtle - hamster - gerbil - guinea pig . pets for short visits - duck - kitten - puppy - rabbit - chicken . insects in bottles . animal replicas . pictures and books . records of animal sounds . animal lotto games

Tips for Teachers:

The aquarium remains in the classroom all year. Other animals should be kept on Living Material Center.

All learning is accomplished through child's personal experience and observation

A "Mystery Box" containing animal replicas is a fun device for using language.

ER - ANIMALS

MATERIALS	ACTIVITIES
	The child will
rium with fish	. play with the pets
als in cages	. observe the animals in the room
rtle	. use replicas for identifying and classifying animals
mster	
rbil	. pantomime animals by sounds and movements
inea pig	
for short visits	
ck	
tten	. feed and water the animals
ppy	
bbit	
icken	. categorize animal pictures according to - animal movements - animal families such as mother horse and baby colt
cts in bottles	
al replicas	
ures and books	
rds of animal sounds	. play animal lotto
al lotto games	

all year. Other animals should be kept only periodically. Many animals can be obtained from the

child's personal experience and observation, not through drill.

licas is a fun device for using language.

LANGUAGE DEVELOPMENT

This is a good time for formal sentence pattern drill:

Teacher	Pupil
I see a horse.	(repeats)
saw fish	
dog	
cat	
That is a ___________.	
Here is the __________.	
He has two ears.	
eyes	
It has big ears.	
little	

The child will use incidental language describing the sounds, smells, and physica characteristics of the animals.

Additional enrichment: Songs - "Count My Animals"
"The Sea"
"Animal Movements"
"Los Politos"
"La Rana"
"Mi Perrito"
"El Patito"

Finger plays - "My Rabbi
"The Anim
"El Pesca

DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
pattern drill: Pupil (repeats) escribing the sounds, smells, and physical	The child will: . develop responsibility by assuming the care of animals in the room . develop ability to observe and categorize animals . begin to recognize the survival needs of animals	At school the parents will: . supervise cleaning and feeding the live animals . assist the child as needed in classifying and categorizing animals At home the parents will: . assist child in identifying animals . stress survival needs of animals . read stories about animals to child . take child to visit - a farm - a zoo - a chicken hatchery - a tropical fish shop

y Animals"   Finger plays - "My Rabbit"
"   "The Animals"
Movements"   "El Pescadito"
itos"
"
ito"
to"

EMPHASIS FOR LEARNING SCIENCE CENTER - PLANTS

BEHAVIORAL OBJECTIVES	MATERIALS
The child will be able to	Supply:
• plant seeds • sort seeds according to shape	• variety of seeds • containers for planting seeds • potting soil • containers filled with small seeds
• compare plant growth under controlled conditions	• pot plants for the center including sweet pota carrots in glass jars allowing the children to the roots as well leaves • bulbs, rocks, suitable containers • pictures of seeds and plants

Tips for Teachers:

Additional enrichment: songs - "Plants"
finger plays - "Can You Be A Tree," "Las Hojitas"

- PLANTS

MATERIALS	ACTIVITIES
	The child will
of seeds	. handle, sort, and classify seeds
ers for planting seeds	. place seeds on balance scale to compare weights
soil	
ers filled with small seeds	. plant seeds and care for plants
nts for the center including sweet potato and in glass jars allowing the children to see ts as well leaves	. perform simple experiments showing value of water, light, and air . enjoy looking at pictures and books placed by the science projects
rocks, suitable containers	
s of seeds and plants	

Can You Be A Tree," "Las Hojitas"

LANGUAGE DEVELOPMENT

Language development in English is incidental. The child should be led to describ
seeds and plants look, feel, smell, and taste.

Ésta semilla (seed) es larga. (long)
(seh-mēē-yah) (lahr-gah)
redonda (round)
(reh-dohn-dah)
grande (large)
(grahn-deh)
chica (small)
(chēē-kah)

E DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
ncidental. The child should be led to describe how and taste.) d) e) l)	The child will . gain knowledge of categorizing through sorting and arranging seeds . develop the ability to make judgments concerning weight . develop responsibility in caring for plants	At school the parents will . help the child verbalize the activities with seeds and plants . assist with planting activities At home the parents will . collect seeds to bring to school . give the child an opportunity to plant seeds and care for plants

EMPHASIS FOR LEARNING SCIENCE CENTER - AIR

BEHAVIORAL OBJECTIVES	MATERIALS
The child will be able to	Supply:
. conduct simple experiments of air movement	. pin wheels . balloons . bubble pipes or empty spools and soap . straws . sail boats . kite
. tell how moving air can be depicted in pictures	pictures . blowing wind . flying kite . sailing boats . blowing clothes

Tips for Teachers:

The teacher may prepare a "Treasure Chest" containing supplies and introduce experiment with air movement.

- AIR

MATERIALS	ACTIVITIES
	The child will
els	. blow up balloons and deflate them
s	. blow pin wheels
pipes or empty spools and soap	. blow bubbles
	. blow boats across water
ats	. blow through straws
	. fly a kite
	. observe and discuss many pictures showing the effects of moving air
wind	
kite	
boats	
clothes	

st" containing supplies and introduce one of the "treasures" each day allowing the child to

LANGUAGE DEVELOPMENT

The English vocabulary introduced in this unit is incidental. The concepts
developed in Spanish and English.

The teacher will use the questioning method to encourage the children to ve
how air can be felt and smelled even though it is not seen.

Poem: El viento (air) mueve el barco. (boat) [illegible]
Silva, canta por allá; ([illegible])
El viento mueve el barco
Cuando pasa por acá. ([illegible]

Substitute for boat: los árboles (trees) (ahr-boh-lehz)
las flores (flowers) (floh-rehz)
el papél (paper) (pah-pehl)
el pelo (hair) (peh-loh)

Additional enrichment: Finger plays: "El Globo Rojo"
"Air"
"The Airplane"
"El Aeroplano"

EVELOPMENT	VALUES DERIVED	PARENT'S TASKS
unit is incidental. The concepts may be d to encourage the children to verbalize h it is not seen. at) [illegible] (kah-[illegible]) (ahr´-boh-lehz) s) (flo-rehz) sah-pehl (pehl´-leh)	The child will . become aware of scientific facts . observe and form conclusions . predict outcomes	At school the parents will . supervise bubble blowing . issue supplies and direct making of pin wheels At home the parents will . collect straws, spools, balloons for child use . call child's attention to the effect of wind on drying clothes

Globo Rojo"
r"
e Airplane"
Aeroplano"

EMPHASIS FOR LEARNING SCIENCE CENTER - SOUND

BEHAVIORAL OBJECTIVES	MATERIALS
The child will be able to	Supply:
• distinguish tone qualities of loudness and softness	• telephones • tin can telephones • musical instruments - bells - wood blocks - triangle - drum
• develop auditory discrimination	• record player • sound records • "talking books" • tape recorder • listening station
• repeat varied rhythms	

Tips for Teachers.

It is important that the science center reflect one definite concept at a time and sh
introduced.

SOUND

MATERIALS	ACTIVITIES
	The child will
es telephones instruments locks le	• talk on the telephones using soft and loud voice • record voice on tape recorder
layer cords books" order station	• listen to familiar sounds on records • identify sounds on records
	• play rhythm instruments

eflect one definite concept at a time and should be changed completely when a new science unit is

LANGUAGE DEVELOPMENT

The teacher may present some formal sentence patterns.

I am talking. (point to mouth)

I am talking loudly.
softly

Say your name in a loud voice--a soft voice.

Please use your soft voice.

What do you hear?

I hear a ________________.

What did you hear?

I heard the ______________.

Poem: Hablo fuerte; (loudly)
(ah-bloh) (fōō-ehr'teh)
Hablo quedo; (softly)
(keh'-doh)
Después yo
(dehz-pōō-ehz')
Mi boca cierro.
(sēē-ehr'oh)

Additional enrichment: Finger plays - "The Animals"
"Sound"
"The Rocket"

VELOPMENT	VALUES DERIVED	PARENT'S TASKS
atterns. ice.	The child will . understand the meaning of talking loudly and softly . enjoy creating sounds . develop good listening habits . begin to develop auditory discrimination	At school the parents will . assist the child with the "talking books" . help record voices on the tape recorder . supervise the listening station . play records At home the parents will . direct the child's attention to listening to sounds around the home and neighborhood . remind the child to talk softly or loudly when necessary

nimals"
"
ocket"

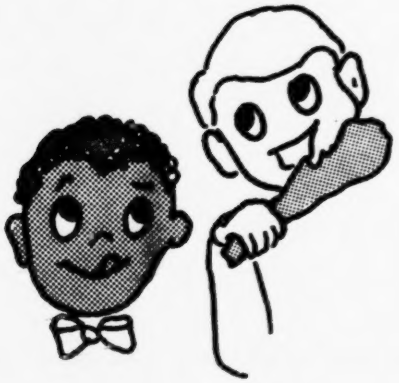
N

is for **N**ow an

Halloween_________

Thanksgiving ________

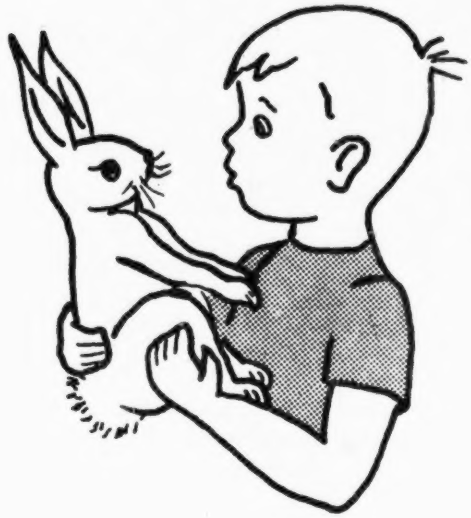
Christmas__________



Easter_____________

N

is for **N**ow and Then



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EMPHASIS FOR LEARNING HALLOWEEN CRAFTS AND ACTIVITIES

BEHAVIORAL OBJECTIVES	MATERIALS
The child will be able to	Supply:
. make a trick or treat bag	. brown paper bags . black and orange paper . paste . scissors
. string macaroni to make a piece of costume jewelry	. macaroni, painted orange and black . pipe cleaners . yarn
. draw facial features to make a mask	. paper plates . tempera paint . construction paper . black and/or orange yarn . pipe cleaners

Tips for Teachers.

Make Halloween faces by painting plate, then decorating with facial features.

Paint a black cat, add black ears, pipe cleaner or yarn whiskers.

Paint orange jack-o-lantern, add paper features.

Do not use any patterns. The children can create their bags, jewelry, and/or

AND ACTIVITIES

MATERIALS	ACTIVITIES
	The child will
per bags	. make a trick or treat bag by
d orange paper	- cutting free hand designs from orange and black paper
	- pasting the designs on a brown paper bag
, painted orange and black	. string macaroni on yarn to make a necklace
aners	. string macaroni on pipe cleaners to make a bracelet
ates	. draw and cut facial features
paint	. select media and materials to create his own mask
ion paper	
/or orange yarn	
aners	

hen decorating with facial features. Paint a yellow witch face, add black hat, orange hair.

leaner or yarn whiskers.

atures.

n create their bags, jewelry, and/or mask.

LANGUAGE DEVELOPMENT

Teacher	Pupil
Put your necklace around your neck.	May I have some candy, please
bracelet on your arm	gum
the hat on the witch	cookies
jack-o-lantern on the table	
	Thank you.

Me puede dar (Would you give me) dulces (candy), por favor?
(pōō-eh'-deh) (dōōl'-sehz)
chicle (gum)
(cheek'-leh)
galletas (cookies)
(gah-yeh'-tahs)

Gracias. (thank you)
(grah-sēē-ahz)

Additional enrichment: song - "Jack O' Lantern"
finger plays - "Scarecrow"
"The Pumpkin"
"Jack O' Lantern"

EVELOPMENT	VALUES DERIVED	PARENT'S TASKS
Pupil May I have some candy, please? gum cookies Thank you. es (candy), por favor? [illegible] le (gum) [illegible] etas (cookies) [illegible]	The child will . gain experience in cutting and pasting . practice courtesy through dramatizing trick and treat	At school the parents will see that each child completes the project he has undertaken At home the parents will take the child trick or treating observing safety precautions .

ntern"

arecrow"
e Pumpkin"
ck O' Lantern"

EMPHASIS FOR LEARNING HOLIDAYS - THANKSGIVING

BEHAVIORAL OBJECTIVES	MATERIALS
The child will be able to	Supply:
- enumerate people and things for which he is thankful	- construction paper in a variety of colors - scissors - magazines - paste
- identify the turkey as a farm animal	- sandbox - farm animals

Tips for Teachers:

Discuss foods that the child has cut out and refer to them as fruits, vegetabl

Talk about foods that the child likes or dislikes.

Assist the child, if needed, to describe taste and smell of foods.

SGIVING

MATERIALS	ACTIVITIES
	The child will
ction paper in a variety of colors s es	. fringe strips of construction paper to make turkey feathers
	. arrange feathers around a large brown construction paper circle to make a turkey
	. use magazines to select pictures of things and people for which they can be thankful
	. cut and paste the selected pictures around the big turkey
	. make a paper plate dinner by pasting magazine picture of foods on a paper plate
imals	. construct a farm, including turkeys, in the sandbox

and refer to them as fruits, vegetables, salads, or desserts.

lislikes.

aste and smell of foods.

LANGUAGE DEVELOPMENT

Introduce these sentence patterns:

Teacher	Pupil
We are thankful for home. food family helpers	(repeat)
This is a turkey. The turkey is big. pretty has feathers two feet tastes good like chicken says, "Gobble, gobble."	(repeat)
El guajolote (turkey) es grande (big) (gōō-ah-ho-loh'-teh) (grahn'-deh) bonito (pretty) (boh-nee'-toh) un animal (animal) (ah-nee-mahl') tiene plumas (feathers) (tee-eh'neh) (ploo'-mahz) dos patas (two feet) (pah'-tahz) sabe bueno (tastes good) (bōō-eh'-neh) a pollo (tastes like chicken) (poh'-yoh)	"guajolote" or "pa

Additional enrichment: songs - "Thanksgiving Turkey"
"Mister Turkey"
"The Turkey"

finger pla

ACE DEVELOPMENT		VALUES DERIVED	PARENT'S TASKS
Pupil (repeat) (repeat)		The child will . become more aware of the importance of the people and things around him . develop a feeling of self esteem when he realizes he does possess things for which he can be thankful	At school the parents will . assist the teacher in checking that all children have the necessary supplies . direct the children in cleaning up after the cutting and pasting activities At home the parents will . take the child to visit a turkey farm . discuss people and things for which the family is thankful
nde (big) nn-dei.) ito (pretty) ē'-tch.) animal (animal) ah-nee-mahl') plumas (feathers) h)(ploo'-mahz) dos patas (two feet) (pah'-tahz) ueno (tastes good) oo eh'-noh) pollo (tastes like chicken) (poh'-yoh)	"guajolote" or "pavo" (turkey)		

Thanksgiving Turkey" finger play: "The Pumpkin"
Mister Turkey"
The Turkey"

EMPHASIS FOR LEARNING CHRISTMAS ACTIVITIES

BEHAVIORAL OBJECTIVES	MATERIALS
The child will be able to	Supply:
. devise props for role-playing	. large blocks from center . large sack for Santa . toys, collected from center . Santa costume (This may be only a cap, a mask, complete costume)
. make Christmas decorations	. materials necessary to conduct the project

Tips for Teachers.

Some of the children can be the reindeer and blocks can be used to build houses The fireplace can be made by cutting out a big box. Let the children paint the stockings for the dolls and fill them with small trinkets.

S

MATERIALS	ACTIVITIES
ks from center for Santa ected from center ume (This may be only a cap, a mask, or ostume) necessary to conduct the project	The child will . use blocks to build a sleigh . role-play Santa's trip on Christmas Eve by - donning a costume or part of a costume - setting up additional props - delegating roles to other children in the class . decorate a miniature Christmas tree in the doll house . construct and paint a fireplace to hang Christmas stockings . make Christmas tree decorations by stringing red and green macaroni in varying patterns . utilize old Christmas cards to look at them, play mailman, cut out pictures to make new cards, or use them as decorations for the doll house

blocks can be used to build houses or beds for more children to participate in role-playing.

ig box. Let the children paint the box and outline a brick design. The children can hang

mall trinkets.

L A N G U A G E   D E V E L O P M E N T

Introduce Christmas vocabulary in sentence patterns.

Teacher	Pupil
This is Santa Claus.	That is Santa Claus.
I see the sleigh	I see the sleigh
Here is a stocking	That is a stocking
Christmas tree	a Christmas tree
present	a present
These are reindeer.	Those are reindeer.
decorations	decorations
Santa rides in a sleigh.	(repeat)
has reindeer	
brings presents	
I put the bell on the tree.	
ball	
star	
chain	

Pongo (I put) la campanita (little bell) en el árbol de Navidad. (Christmas t
(kah-m-pah-nee-tah) (Nah-vee-dahd)
el ornamento (ornament)
(ohr-nah-mehn-toh)
la estrella (star)
(ehs-treh-yah)
la cadena (chain)
(kah-deh-nah)

Additional enrichment: song - "Christmas Eve"

finger play - "Christmas Bells"

DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
ce patterns. Pupil That is Santa Claus. I see the sleigh That is a stocking a Christmas tree a present Those are reindeer. decorations (repeat) bell) en el árbol de Navidad. (Christmas tree) (Nah- vee-dahd) t)	The child will . derive satisfaction from the feeling of accomplishment . enjoy participating in creative role-play	At school the parents will . assist the teacher by seeing that children complete tasks that they have begun . direct the children to dismantle and return equipment to proper place At home the parents will . take child to see Christmas decoration in store windows . take child to visit Santa Claus in one of the stores . allow child to decorate the Christmas tree

s Eve"

hristmas Bells"

EMPHASIS FOR LEARNING EASTER - CRAFTS AND ACTIVITIES

BEHAVIORAL OBJECTIVES	MATERIALS
The child will be able to	Supply:
- make Easter eggs according to Mexican custom	- egg shells - Easter egg dye - construction paper - tissue paper - paste
- perform tasks related to the care of pets	- live rabbit or chicks - pet cage - food - water
- imitate pets in the classroom	- tag board - pink tempera or crayon

Tips for Teachers.

"Cascarones" are made by filling dyed egg shells with confetti. The confett
The egg shell is covered by pasting a circle of tissue paper over the openi

In the Kindergarten Book - Ginn, the song "I Am Bunny Pink Ears" provides o

"I am Bunny Pink Ears
How do you do?
Here's an Easter Basket
I have made for you."

FTS AND ACTIVITIES

MATERIALS	ACTIVITIES
:	The child will
shells	. make "cascarones"
ter egg dye	
struction paper	
sue paper	
te	
e rabbit or chicks	. observe a rabbit or chicks at school
cage	. care for the pets in the classroom
d	
er	
board	. make head bands with rabbit ears
k tempera or crayon	. imitate a hopping rabbit
	. imitate sound of baby chicks

egg shells with confetti. The confetti can be made by cutting small pieces of construction paper.
circle of tissue paper over the opening.

song "I Am Bunny Pink Ears" provides opportunity for dramatization.

"I am Bunny Pink Ears
How do you do?
Here's an Easter Basket
I have made for you"

LANGUAGE DEVELOPMENT

Sentence Patterns:

Teacher	Pupil
This is a red Easter egg.	That is a red Easter egg.
yellow	yellow
blue	blue
green	green
Put one egg in the basket.	I put one egg in the basket.
two	two
three	three
four	four

The teacher uses language adaptable to the situation.

Feel the rabbit's soft fur.
See his long ears.
Look at him wiggle his nose.
See his whiskers.
What do you think he would like to eat?

See the fuzzy chicks.
Listen to them "peep."
What do you think they will eat?
We will make some Easter eggs.
See the pretty colors.
Find the colors you want to use.

Los conejos (rabbits) tienen piel. (
[illegible] (tee-eh'-nen)(pee
La piel es suave. (soft)
(pee-ehl') (soo-ah'-vez)
Los pollitos (chicks) tienen plumas.
(poh-yee'-toz) (ploo-mah
Las plumas son suaves.
(ploo'mahz) (soo-ah'-vez)
Éste huevo (egg) es rojo. (red)
(ōō-eh'-vah) (roh'-ho)
verde (green)
(vehr'-deh)
amarillo (yellow
(ah mah-ree'-yo)
azul (blue)
(ah-zool')
Éste es un (one) huevo.
Éstos son dos (two) huevos. cuatro
tres (three) cinco (

Additional enrichment: poem:

We have a little bunny
a funny bunny
with a cotton-ball tail

Hop little bunny,
Hop, hop, hop!
Hop little bunny,
Don't you stop.

DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
Pupil That is a red Easter egg. yellow blue green I put one egg in the basket. two three four the situation. Los conejos (rabbits) tienen piel. (fur) [illegible] [illegible](pēē-ehl' La piel es suave. (soft) (pēē-ehl') (sōō-ah'-vez) Los pollitos (chicks) tienen plumas. (feathers) (poh-vēē'-tōz) (plōō-mahz) Las plumas son suaves. (plōō-mahz) (sōō-ah'-vez) Éste huevo (egg) es rojo. (red) (ĕe-ah'-veh) (roh'-ho) verde (green) (vehr'-deh) amarillo (yellow) (ah mah-rēē'-yo) azul (blue) (ah-zōōl') Éste es un (one) huevo. Éstos son dos (two) huevos. cuatro (four) tres (three) cinco (five)	The child will . have opportunity to - observe survival needs (air, water, food) of animals - observe likenesses and differences of animals - develop responsibility through assuming care of pets . receive personal satisfaction in accomplishment	At school the parents will . assist children in caring for animals in room . offer support where needed in constructing eggs At home the parents will . let the child assume responsibility in caring for pet . dye Easter eggs

a little bunny
bunny
otton-ball tail

Hop little bunny,
Hop, hop, hop!
Hop little bunny,
Don't you stop.

Hop little bunny,
one, two, three,
Hop little bunny,
Hop to me.

song - "Little Bunny"

finger play - "My Rabbit"

G

is for Guiding the

Classroom Organization
Health and Safety
Teaching Techniques

Suggestions for
Parents Meetings
Parent Conferences

Additional Enrichment
Songs
Fingerplays
Games

G

Guiding the Teacher

Organization ____________ 114
and Safety________________ 117
ng Techniques ________________ 118

ns for

s Meetings __________________ 121
Conferences __________________ 153

Enrichment

_______________________________ 154
lays ______________________ 168
________________________ 173

Classroom Organization

The classroom is arranged with specific areas designated for different activities. It must be uncluttered and have eye appeal for the young child.

The centers of interest include

- HOUSEKEEPING CENTER
  - kitchen appliances (stove, refrigerator, sink, cabinet, table, and chairs)
  - dishes and cooking utensils
  - dolls, doll beds, clothing
  - "dress-up" clothes for both boys and girls
  - mirror
  - iron and ironing board
  - telephone
  - cleaning equipment

Tips for Teachers: HOUSEKEEPING CENTER

- enclose area with room dividers limiting participants to approximately five or six children at a time
- stress sharing and taking turns
- assign specific "clean-up" tasks

- MANIPULATIVE CENTER
  - geometric forms
  - pegs and pegboards
  - puzzles
  - beads and string
  - nests of boxes
  - picture lotto games

Tips for Teachers

- place material
- use big wheel
- push doll bugg
- use smaller wh
  to run wild wi
- remove puzzle
  avoid excess n
- confine work w
  avoid scatteri
  is helpful)
- restrict clay
  tables) oilclo
  hard-to-clean

Tips for Teachers: MANIPULATIVE CENTER

- place materials on low shelves, explaining use and care
- use big wheel toys such as tricycles and wagons outside only
- push doll buggies carefully in certain areas of classroom
- use smaller wheel toys indoors; however, don't allow pupils to run wild with them
- remove puzzle pieces from frames one piece at a time to avoid excess noise and possible loss of pieces on floor
- confine work with beads and similar itmes to a small area to avoid scattering (a small rug or a piece of construction paper is helpful)
- restrict clay modeling to protected surfaces (formica- topped tables) oilcloth squares or even newsprint to prevent "many" hard-to-clean areas in classroom

- BLOCK BUILDING CENTER
  - all shapes of unit floor blocks
  - wheeled cart for transporting block accessories
    - animals
    - people
    - wheel toys
    - boats
    - trains
    - cars
  - rope and pulley

Tips for Teachers: BLOCK BUILDING CENTER

- set up away from main traffic patterns limiting number of participants
- stimulate play by addition of interest items
  - cars and trucks
  - airplanes, jets, helicopters
  - people and furniture
  - fire trucks, firemen

- WOODWORKING CENTER
  - workbench with vise
  - soft pine scraps
  - nails
  - hammer
  - saw

Tips for Teachers: WOODWORKING CENTER

- set up away from all other activities
- supervise carefully at all times

- LIBRARY CEN
  - tables a
  - shelves
  - story an
  - tape rec
  - show and
  - puppets

Tips for Teach

- locate in a
- display boo
- encourage c
  - turning
  - turning
  - learning
    found wi

- MUSIC CENTE
  - phonogra
  - records
  - rhythm i

Tips for Teach

- display a v
- locate away
- provide opp
  in music ac
- limit indiv
  one or two
- paint volum
  children no
- close cente

- LIBRARY CENTER
  - tables and chairs
  - shelves for storage
  - story and picture books
  - tape recorder, tapes and listening posts
  - show and tell phonograph records
  - puppets

Tips for Teachers: LIBRARY CENTER

- locate in a quiet spot
- display books attractively within easy reach of all children
- encourage correct usage of books
  - turning pages one by one
  - turning pages from front to the back of the book
  - learning acceptable ways of sharing exciting discoveries found within the books
- MUSIC CENTER
  - phonograph
  - records
  - rhythm instruments

Tips for Teachers: MUSIC CENTER

- display a variety of instruments within easy reach of children
- locate away from library center or other quiet area
- provide opportunities for entire class to participate daily in music activities
- limit individual testing of "sound effects" of instruments to one or two children at a time (call attention to soft and loud sounds)
- paint volume control RED on record player or tape recorder and caution children not to turn up (hearing may be damaged)
- close center when necessary for designated quiet periods

. ART CENTER

- easel
- tempera paint
- large brushes
- crayons
- scissors
- paste
- clay
- paper - large newsprint
- scrap box of construction paper
- cloth, yarn

Tips for Teachers: ART CENTER

. have center set up at all times

. supply water, paper, paints, and brushes

. spread newspapers to avoid splatters

. post schedule of a time to paint for everyone

. establish cleanup patterns

. provide baskets or boxes of crayons (stress importance of not marring floor or furniture with marks or mashed crayons)

. SCIENCE CENTER

- aquarium
- cages for animals
- plants
- magnifying glass
- measuring devices
- magnets
- kits containing "interest" collections

Tips for Teachers: SC

. provide plants and

. provide opportunity
own sensory and int

. rotate materials
  - seeds to plant
  - fruits to cut
  - animals to feed
  - leaves to "look
  - metal objects ma
    affected by magn

. TEMPORARY CENTERS

- Temporary center
  discussed more f
  -- cooking
  -- sewing
  -- doctor and nu
  -- beauty shop -
  -- store

Tips for Teachers: SCIENCE CENTER

- provide plants and small animals to observe and touch
- provide opportunity for discovery of reality on the child's own sensory and intellectual level
- rotate materials
  - seeds to plant
  - fruits to cut
  - animals to feed
  - leaves to "look at" with magnifying glass
  - metal objects magnet will attract as well as materials not affected by magnet
- TEMPORARY CENTERS
  - Temporary centers are set up for short times. These are discussed more fully elsewhere in the guide.
    - cooking
    - sewing
    - doctor and nurse
    - beauty shop - shaving
    - store

HEALTH AND SAFETY

Direct instruction in health is not necessary with the four-year-old. The teaching is accomplished through daily routine.

This does not mean, however, that planning is not essential. There are many activities in which children participate which lead directly into good health and safety practices.

There should be a daily health inspection of each child early in the day. In most cases the teacher does this as she looks closely at each child as she greets him at the beginning of the session.

The preschool child needs guidance as he learns the skills associated with development. He must be taught how to

- use the bathroom
- get a drink when thirsty
- wash hands before eating
- take care of outer clothing
- use handkerchief
- care for teeth

Proper vocabulary in English must be presented for each skill and the teacher should be aware of the child's ability to use these terms correctly.

The child must be led to recognize the value of rest and relaxation and become accustomed to a quiet activity at set times each day. Soft music helps in the acceptance of this need.

Role-playing visits to the doctor, nurse, dentist, beauty and barber shops, and to immunization clinic will develop a desirable and receptive attitude. Vocabulary introduced in the role play will be meaningful and will relate to the tools the child will encounter in cleanliness and good grooming.

Areas of concer
handling of equ
simple rules of

The child must

- use and stor
- use scissors
- carry chairs
- use outdoor

They must be ta

They must under

- electrical e
- heating devi
- glassware

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ss and good

Areas of concern for the safety of children in kindergarten include handling of equipment, ability to recognize hazards and practice of simple rules of safety.

The child must be taught how to

- use and store saws and hammers
- use scissors and needles properly
- carry chairs, large blocks, and heavier equipment
- use outdoor play equipment

They must be taught not to tease pets or play with strange animals.

They must understand that care must be taken in using

- electrical equipment
- heating devices
- glassware

Teaching Techniques for Preschool

In the "prepared environment," the teacher can be effective and maintain a healthy "cl suggestions to the needs of the children:

- plan the daily schedule with a rhythm between activity and rest every ten to fiftee
- make as few rules as possible, but be consistent in enforcing the necessary ones
- present many opportunities to children for making choices but limit the number of a
- guide the child to a quiet activity when he becomes aggressive or over-stimulated
- try a gentle touch in a loving manner when a child feels lonely or upset
- praise a child during good behavior and try to ignore deviant behavior unless it is
- speak to the child individually, quietly, and personally in giving direction or mod
- promote rest and relaxation with a darkened room, quiet music, or a soft touch from
- provide a diversion to avoid an argument between children
- keep close contact with parents to enable the teacher to understand misbehavior whic

Transitional activities aid in promoting harmony and a sense of orderliness in prescho are required to change pace. This change of pace might involve such things as cleaning another activity, moving through school corridors, washing hands, going to the bathroom year-olds may be able to take turns with two or three children in riding a tricycle, bu turn. This age group cannot stand in line and keep quiet for any extended time period.

The following suggestions are offered for the teacher to use when transition is needed:

- Ask all children wearing something blue to stand, then move to desired place; next, ing utilizing colors the children know. A similar activity could be devised by aski black shoes, and so forth, to participate. If too many children are wearing the sam ing short-sleeved "T" shirts, all girls with bows in their hair, or all girls who ha effective and maintain a healthy "climate of learning" by adapting some of the following

activity and rest every ten to fifteen minutes

nt in enforcing the necessary ones

ing choices but limit the number of alternatives

comes aggressive or over-stimulated

hild feels lonely or upset

ignore deviant behavior unless it is dangerous to himself or others

personally in giving direction or modifying behavior

om, quiet music, or a soft touch from the teacher

en children

teacher to understand misbehavior which may stem from the home

and a sense of orderliness in preschool classrooms when the entire group of pupils
might involve such things as cleaning up after one activity, getting ready for
, washing hands, going to the bathroom or sharing a coveted toy. Four- and five-
hree children in riding a tricycle, but not with twenty before having another
ep quiet for any extended time period.

cher to use when transition is needed:

nd, then move to desired place; next, all children wearing red, green, yellow, continu-
ilar activity could be devised by asking for all children in red shirts, blue jeans,
too many children are wearing the same color, discriminate by asking for all boys wear-
ows in their hair, or all girls who have two pockets on their dresses.

Teaching Techniques for Preschool

- Let children sit in an informal group and either sing, do finger plays, say nursery come and go to the bathroom, get wraps, or perform other necessary duties.

- Let one child say first line of a nursery rhyme, finger play, or short poem. A chi the third line, and so on. At its completion, let this small group move on to the pate. DO NOT SHAME, TEASE, OR SCOLD THE CHILD WHO DOES NOT PARTICIPATE. Let these will want to next time."

- Using record player, let children march, skip, hop, slide or tiptoe about the room, go outside. Here the children may be in a line of sorts, but it is not the rigid " line that is undesirable for preschoolers.

- Play follow the leader, and do various things with the teacher or a child leading t doors or out.

- Play Simon Says and, after a few directions, go into "Simon says tiptoe outside."

- Let children choose a partner and go outside singing, "Will you come and walk with

- Say the last name of a child in the group (Smith). Let this child then repeat his helps children listen for their names, take turns, and enjoy the pleasure of being

- Let children take turns imitating the actions or sounds of an animal such as: crow others guess what animal they are imitating as they move to designated places.

- Play Bear Hunt for going outside or coming indoors. Pretend you're hunting a bear. will run away, so move very quietly and slowly. Using the same idea, pretend to be

- As children sit quietly, have them name shapes they see in the room--round wastebas

- Make a number of true and false statements. If the answer is true, have them clap Use such statements as:

  a. Birds fly.
  b. Dogs meow.
  c. Rain is wet.
  d. Ice cream is hot.
  e. Lemon is sour.

---

and either sing, do finger plays, say nursery rhymes, or recite poetry while three or four children
, or perform other necessary duties.

ery rhyme, finger play, or short poem. A child who can say the second line does so, a third child
pletion, let this small group move on to the next activity. Avoid pressuring any child to partici-
HE CHILD WHO DOES NOT PARTICIPATE. Let these go out last with teacher, who might say, "Perhaps you

h, skip, hop, slide or tiptoe about the room, then continuing the activity, move out of the room to
in a line of sorts, but it is not the rigid "Stand up straight--Stay in line--Don't push" sort of
ers.

things with the teacher or a child leading the group as they move in an informal line either in-

tions, go into "Simon says tiptoe outside."

utside singing, "Will you come and walk with me," or "Here we come awalking down the street."

oup (Smith). Let this child then repeat his full name by saying, "My name is John Smith." This
take turns, and enjoy the pleasure of being singled out.

actions or sounds of an animal such as: crow like a rooster, bark, neigh, hop like a bunny, and let
ating as they move to designated places.

ming indoors. Pretend you're hunting a bear. You're not sure where he is and if he hears you, he
d slowly. Using the same idea, pretend to be a cat looking for a mouse.

e shapes they see in the room--round wastebasket, round doorknob, square chair, rectangular cot, etc.

ents. If the answer is true, have them clap their hands. If it's false, let them pat their knees.

d. Ice cream is hot.
e. Lemon is sour.

Teaching Techniques for Preschool

- Teacher secures several sets (two each) of matching cards about 4" x 6". Have enough cards stand and hold up his card. Ask the others to look at their cards and see who has the matc object or picture. For younger children use only a single object, i.e., cow, wagon, chair, detailed.

- Have children sit in a circle. Teacher whispers a "magic word" to the child next to him wh Continue until the word has been whispered around the entire circle. The last child says a should be one that ties in with the activities of the day.)

- Pretend that each pupil has a dime and that they are in a candy or ice cream store. Ask ea predesignated place as choice is made.

- Pretend that you are going on a picnic or going to give a party or going to take a trip. N specific event. Pupils leave group upon completion of their contribution, returning as soo bution.

---

tching cards about 4" x 6". Have enough cards so that each child may have one. Let one child
o look at their cards and see who has the matching one. Let both children stand and name their
only a single object, i.e., cow, wagon, chair, dog. For older children pictures can be more

ers a "magic word" to the child next to him who then whispers it to the child on his right.
ound the entire circle. The last child says aloud what he heard. (The whispered magic word
s of the day.)

hey are in a candy or ice cream store. Ask each child what he would buy; each child moves to

ng to give a party or going to take a trip. Name something you would like to have for each
letion of their contribution, returning as soon as possible to hear other classmates' contri-

Parent Meeting #1 Characteristics of the Four Year Old

Pre-planning

The teacher will

- send an informal and/or personal letter to each parent

Example:

> Dear Parents:
>
> Please join us for coffee and cake at our first Pre-School meeting on ____________ time room.
> date
>
> TOPIC: Characteristics of the Four Year Old.
>
> Please come on time. Officers for the year will be selected and pictures taken of parents who attend.
>
> Looking forward to meeting you.
>
> Sincerely,
>
> ____________
>
> -
>
> Please sign here and return.
> I will be able to come. ☐
> I will not be able to come but will send another adult. ☐

- prepare a chart for scheduling parent volunteer work in the classroom
- outline types of work for volunteers
- prepare handout of activities to be carried out at home (see each unit for parent tasks) and include appropriate finger plays, and songs.
- prepare visual aides for presenting topic such as flip-chart, overhead, slides.
- determine
  - number of parents needed for officers and committee chairmen (home visitation, telephone committee, volunteer services)
  - duties of each

Meeting Suggestions

The teacher may

- describe physical, mental, and social c acteristics of the four year old using visual aides
- suggest that parents may help child by
  - providing proper nutritional foods
  - giving child one direction at a time seeing that it is carried out
  - helping child learn to put away toys clothes in a designated place
  - labeling clothes with child's name t emphasize ownership, stressing need care
- explain the importance of using the handout of extended activities for the
- plan with parents for extra-curricu activities when applicable, as assistin
  - visits to the doctor and dentist
  - neighborhood walks
  - parties
- fill out chart for scheduling parent volunteer in school

Meeting Suggestions	Extended Activities for the Home

The teacher may
· describe physical, mental, and social characteristics of the four year old using visual aides
· suggest that parents may help child by
  - providing proper nutritional foods
  - giving child one direction at a time and seeing that it is carried out
  - helping child learn to put away toys and clothes in a designated place
  - labeling clothes with child's name to emphasize ownership, stressing need for care
· explain the importance of using the handout of extended activities for the home
· plan with parents for extra-curricular activities when applicable, [illegible] assisting in
  - visits to the doctor and dentist
  - neighborhood walks
  - parties
· fill out chart for scheduling parent volunteer in school
	The parents may
	· give child simple duties at home so he will begin to feel the responsibility of being part of the family by assisting in family work, as
	  - put away toys
	  - hang up clothes
	  - set table
	· instill proper toileting habits
	  - put toilet paper in toilet
	  - flush toilet after using
	  - wash hands after using toilet
	· teach child to feed himself and use courtesy expressions as "please" and "thank you"
	· see that child goes to bed early, eats breakfast, and gets plenty of exercise
	· let child stay with other adults away from home and have playmates visit in his home so that going to school will not be an entirely new experience
	· read to child
	· talk to child
	· listen to child
	· praise child
	· answer child's questions!
	(Even when they seem repetitious.)

Parent Meeting #2 The Classroom

Pre-planning

The teacher will

- with cooperation of the officers, send a letter home announcing the time and purpose of the meeting
- notify the telephone committee to call parents and encourage them to come
- prepare centers in room for demonstration
- involve volunteer parents to help in demonstrations
- prepare handout for extended home activities

Meeting Suggestions

The teacher may

- demonstrate each center in room emp
  that the children
  - learn through play
  - learn through the five senses
  - are improving their self-concept
    successful learning experiences
  - are learning to classify people
    objects
- simulate a learning experience in o
  more of the centers using parents a
- plan with parents for extra-curricu
  tivities as applicable
- ask parents to assist in
  - supervising field trips
  - making painting aprons
  - repairing broken toys
  - providing refreshments for speci
    occasions

Meeting Suggestions	Extended Activities for the Home
The teacher may . demonstrate each center in room emphasizing that the children - learn through play - learn through the five senses - are improving their self-concept through successful learning experiences - are learning to classify people and objects . simulate a learning experience in one or more of the centers using parents as pupils . plan with parents for extra-curricular activities as applicable . ask parents to assist in - supervising field trips - making painting aprons - repairing broken toys - providing refreshments for special occasions	The parents may . use descriptive words when talking with the child - "Get the blue socks." - "This is a brown potato." . encourage active outdoor play rather than passive TV viewing . encourage child to describe what he sees, hears, feels, smells, and tastes . answer children's questions . recognize and praise the child for his efforts

Parent Meeting #3 Learning Experiences

Pre-planning	Meeting Suggestions
The teacher will	The teacher may
• with the cooperation of the officers, send a letter home announcing the time and purpose of the meeting	• show parents the pre-reading inventory check list and briefly give an overview of the five learning areas
• notify the telephone committee to call parents to remind and encourage them to attend	• briefly demonstrate activities that parents may use at home to reinforce learning
• plan to show and explain the check list of pre-reading skills	
• prepare handout for home activities	
	• stimulate volunteer help, by inviting parents who have been assisting in classroom to relate some of their experiences
	• plan with parents any extra-curricular activities as applicable

Meeting Suggestions	Extended Activities for the Home
teacher may show parents the pre-reading inventory check list and briefly give an overview of the five learning areas briefly demonstrate activities that parents may use at home to reinforce learning stimulate volunteer help, by inviting parents who have been assisting in classroom to relate some of their experiences plan with parents any extra-curricular activities as applicable	The parents may . encourage the child to feed and dress himself developing motor skills . encourage the child to throw a bean bag into a basket or a box to develop perceptual abilities . encourage the child to imitate adult roles to develop social-emotional growth . provide crayons and paper for the child's creative expression . read to the child to develop vocabulary and concepts

Parent Meeting #4 Motor Skills

Pre-planning	Meeting Suggestions
The teacher will . with the cooperation of the officers, send a letter home announcing the time and purpose of the meeting . notify the telephone committee to call parents to remind and encourage them to attend . make plans to discuss the importance of motor skills in learning and to demonstrate some of these skills for the parents . display concrete objects relative to skill . prepare a hand-out for the parents to take home in which materials and activities have been listed for a carry-over into the home as - recipes for making -- finger paints -- play dough -- flour paste - a list of toys for developing motor skills -- large balls -- tricycles -- home-made blocks -- home-made stick horses -- scissors and paste -- cans to stack	The teacher may . illustrate some of the actions taker the Pupil Inventory of Prereading Sk check list by using - an overhead projector - a flip chart - a chalkboard . ask parents to assist in demonstrati of the motor skills including finger painting . discuss with parents why it is impor for a child to have a choice of toys . ask parents to demonstrate how blocks and stick horses can be made home . plan with parents any extra-curricul activities as applicable

Meeting Suggestions	Extended Activities For The Home
The teacher may . illustrate some of the actions taken from the Pupil Inventory of Prereading Skills check list by using - an overhead projector - a flip chart - a chalkboard . ask parents to assist in demonstrating some of the motor skills including finger painting . discuss with parents why it is important for a child to have a choice of toys . ask parents to demonstrate how blocks and stick horses can be made at home . plan with parents any extra-curricular activities as applicable	The parents may provide . finger paints . play dough . flour paste . scissors . cans for stacking when possible the following toys should be purchased or made . large balls . tricycles . blocks . stick horses

Parent Meeting #5 Perceptual Abilities

Pre-planning	Meeting Suggestions
The teacher will . with the cooperation of the officers, send a letter home announcing the time and purpose of the meeting . notify the telephone committee to call parents to remind and encourage them to attend . prepare hand-out for extended home activities . set up activities for perceptual - motor activities. (Refer to unit on perceptual - motor activities.)	The teacher may explain and demonstra **using parents as pupils to perform ac related to** . whole body coordination - action verbs - balance board - walking board . parts of body movements using games unit . eye - motor coordination activities - flashlight - suspended ball - dowel rod - peg boards - chalk board . ear - eye - motor activities - sticks for tapping - tapes giving oral directions for to carry out Discuss value of outdoor play (refer t on Outdoor Play)

Meeting Suggestions	Extended activities for the Home
The teacher may explain and demonstrate by using parents as pupils to perform activities related to	The parents may
. whole body coordination - action verbs - balance board - walking board	. provide outdoor play area for child using homemade devices for building, climbing, etc.
. parts of body movements using games from unit	. let child help plant garden at home
. eye - motor coordination activities - flashlight - suspended ball - dowel rod - peg boards - chalk board	. take child to community parks and help him use play equipment properly . provide wheel toys, for outdoor play . play simple action games requiring child to listen and carry out directions . use simple eye - motor exercises as demonstrated by teacher
. ear - eye - motor activities - sticks for tapping - tapes giving oral directions for parents to carry out	
Discuss value of outdoor play (refer to unit on Outdoor Play)	

Parent Meeting #6 Creative Venture

Pre-planning	Meeting Suggestions
The teacher will	The teacher may
. with the cooperation of the officers, send a letter home announcing the time and purpose of the meeting . notify the telephone committee to call parents to remind and encourage them to attend . plan to tell about and discuss the topic "Creative Venture" with parents . provide a setting for the parents to experience painting and modeling with clay . prepare a list of phonograph records suited for children . prepare handout for home activities	. demonstrate and allow parents to - paint with tempera - model with clay - sketch with crayons - listen to phonograph music that is appropriate for children . invite parents who play a musical instrument to visit the school . invite parents with artistic ability to visit the classroom and demonstrate for the children . give the prepared list of phonograph records to the parents . plan with parents any extracurricular activities as applicable

Meeting Suggestions	Extended Activities for the Home
The teacher may	The parents may
. demonstrate and allow parents to - paint with tempera - model with clay - sketch with crayons - listen to phonograph music that is appropriate for children	. listen to their child recite nursery rhymes, finger plays, and songs that were learned at school
. invite parents who play a musical instrument to visit the school	. talk to their child about adult occupations including those of the parents and community workers
. invite parents with artistic ability to visit the classroom and demonstrate for the children	. provide paper and crayons for the child to express himself artistically
. give the prepared list of phonograph records to the parents	. praise the child for his artistic endeavors
. plan with parents any extracurricular activities as applicable	

Parent Meeting #7 Concept Development

Pre-planning

The teacher will

- with the cooperation of the officers, send a letter home announcing the time and purpose of the meeting
- notify the telephone committee to call parents and encourage them to come
- plan utilization of materials, as cubes and farm animals to demonstrate to parent's the one to one relation in counting
- plan a display of manipulative materials used to teach the child to recognize geometric shapes
- prepare handout of home activities

Meeting Suggestions

The teacher may

- demonstrate counting in a one to o
tion
- explain importance of the manipula
materials in learning geometric sh
- discuss the importance of wearing a
priate clothing
- encourage parents to let younger c
view educational TV programs

Meeting Suggestions	Extended Activities for the Home
The teacher may	The parents may
. demonstrate counting in a one to one relation	. make plans with children to develop concepts of time especially yesterday, today, tomorrow, morning, noon, afternoon, and night
. explain importance of the manipulative materials in learning geometric shapes	. help child identify parts of the body by the proper name
. discuss the importance of wearing appropriate clothing	. discuss appropriate clothes to wear to school
. encourage parents to let younger children view educational TV programs	. discuss TV shows and school activities with the child to encourage recall and sequence events

Parent Meeting #8 Evaluation of Year's Progress

Pre-Planning	Meeting Suggestions
The teacher will	The teacher and parents may
. with the cooperation of the officers, send a letter home announcing the time and purpose of the meeting	. discuss progress children have made duri the year reviewing the characteristics o the four year old and the checklist
. notify the telephone committee to call parents to remind and encourage them to attend	. review values of nutrition, exercise, an rest as shown by children's progress
. plan discussion of objectives for the year and how they are being met using visual aides	. evaluate mutual cooperation and educational growth of parents and teacher
. prepare handout for home activities	. share slides of the children taken durin the year

Meeting Suggestions	Extended Activities for the Home
he teacher and parents may discuss progress children have made during the year reviewing the characteristics of the four year old and the checklist review values of nutrition, exercise, and rest as shown by children's progress evaluate mutual cooperation and educational growth of parents and teacher share slides of the children taken during the year	The parents may check evaluation list prepared by teacher showing progress of the child in . motor skills . perceptual abilities . social - emotional growth . creative ventures . concept development . health habits - nutrition - exercise - rest

Parent Meeting #9 Summer Activities

Pre-planning	Meeting Suggestions
The teacher will	The teacher may
• with the cooperation of the officers, send a letter home announcing the time and purpose of the meeting	• show slides of neighborhood walks cuss learning opportunities pertai - language development - concepts of animals, objects, c - construction and/or building ma - weather, seasons
• notify the telephone committee to call parents to remind and encourage them to come	• suggest to parents use of similar opportunities with the children in as listed in handout
• prepare handout of activities suggested for summer	

	Meeting Suggestions	Extended Activities for the Home
nd a ose ar- e for	The teacher may . show slides of neighborhood walks and discuss learning opportunities pertaining to - language development - concepts of animals, objects, colors - construction and/or building materials - weather, seasons . suggest to parents use of similar learning opportunities with the children in summer as listed in handout	The parents may . take the child to - window shop, ride escalator and elevator - shopping center to visit varieties of stores - harbor bridge and port area - museum - T heads - airport - beaches - farm or country sites . follow these suggestions for excursions - plan with child purposes of excursion - allow child to contribute (not dictate) plans for trips - use descriptive language emphasizing size, shape, color, composition, and usefulness of scenes on trip

PARENT HOME TASKS

SELF CONCEPT	PURPOSE	MATERIALS	D
#1 "What Did You Do Today"	The parent will help the child to • recall and tell what he did at school	Supply:	The p • ask – W – W – T – W – W – W
#2 "What Is Your Name"	• tell his whole name in a complete sentence	• small mirror with child's name taped on it	• loo – W – D – W – W
#3 "Parts of the Face" Body	• point to and name the parts of his face body	• full length mirror	• tou • hel • ask – W – W – D

TIPS FOR PARENTS: Show sincere interest in what the child does at school.
Always encourage child to speak in sentences not baby talk.
Say the sentence first as the model for the child to repeat.

	MATERIALS	DIRECTIONS FOR USE
ll help tell at	Supply:	The parents will · ask one question daily - What did you eat today? - What games did you play today? - Tell me about your picture. - What did you use to make your picture? - Who is your best friend at school? - What do you like to do best on the playground?
ole omplete	· small mirror with child's name taped on it	· look in the mirror with the child and ask - What is your name? - Do you know anybody else with the same name? - Why do we have a first and last name? - Why do you use a nick name?
d name f his	· full length mirror	· touch and name parts of the face body · help child touch and name parts of his face body · ask - What do you have two of on your face? - What do you have only one on your face? - Do dogs have the same things you have on your face?

e child does at school.
in sentences not baby talk.
del for the child to repeat.

PARENT HOME TASKS

SELF CONCEPT	PURPOSE	MATERIALS	D
#4 "Do As I Do"	The parent will help the child · follow directions · learn the parts of body	Supply:	The p · mod ask - o - c - r l - p - p - p
		. doll	· hel · let dir · let act

TIPS FOR PARENTS: Home tasks should be fun for the parent and the child.
Limit tasks to 10 minutes or less in order to keep the child's atttention.

	MATERIALS	DIRECTIONS FOR USE
will help	Supply:	The parent will
irections e parts		· model the action first ask the child to follow directions - open your mouth - close eyes hands - raise your arms lower legs - put your hands up down - put your finger on your cheek off knee head - put your hands on your head over under chair in front of you behind you beside you between your legs
		· help the child repeat orally what he is doing · let the child be the leader and give the parent directions to act out
	. doll	· let the child move a doll's parts of body to act out directions

he parent and the child.
ess in order to keep the child's atttention.

PARENT HOME TASKS

SELF CONCEPT	PURPOSE	MATERIALS	DIR
#5 Caring for One's Self "I Can Do It Myself"	The parent will help the child • become responsible for washing himself • form the habit of brushing his teeth regularly • dress himself • grow in manual dexterity • develop awareness of good grooming • improve his table manners • develop self-reliance	Supply: • soap • towels • toothbrush • toothpaste • comb • hairbrush	The par • provi • encou • provi • demon • encou • let t assis • direc socks • demon • encou • let t assis • let t • direc • encou
#6 "Helping At Home"	The parent will help the child • become self-reliant by doing things for himself • improve his self-concept • complete a task	Supply: • broom • mop • dust cloth • vacuum	The par • direc - Eve the • show • help • enco

TIPS FOR PARENTS: **The children will enjoy forming good work habits now, which will be harder**
Try singing a simple song, such as "This is the way I comb my hair," to hel
tasks a pleasant experience.

	MATERIALS	DIRECTIONS FOR USE
	Supply:	The parent will
ble n-	· soap · towels	• provide soap and towels for the child's own use • encourage child to wash his own face and hands
	· toothbrush · toothpaste	• provide a special place for the child to keep his toothbrush • demonstrate the proper way to brush teeth • encourage the child to brush his teeth after eating
		• let the child put on his own clothes with as little assistance as necessary • direct the child in putting the right and left socks and shoes on the proper feet • demonstrate to the child how to lace and tie shoe laces • encourage the child to manipulate buttons and zippers by himself
ess ng ble	· comb · hairbrush	• let the child comb and brush his own hair with as little assistance as necessary
		• let the child help set the table • direct the child to use silverware correctly • encourage the child to taste new foods
help	Supply:	The parent will
liant s lf-	· broom · mop · dust cloth · vacuum	• direct the child to do one simple task daily – Every day this week, I want you to dust the furniture in the front room. dry the dishes sweep the porch • show the child how • help only if asked • encourage child to finish task

work habits now, which will be harder to acquire later on.
his is the way I comb my hair," to help make self-care

PARENT HOME TASKS ______________________________

LANGUAGE DEVELOPMENT	PURPOSE	MATERIALS
#7 "What Do Pictures Say"	The parent will help the child • learn to put into words what he sees	Supply: . books . magazines . newspapers
#8 "Where Am I Pointing?"	• increase his vocabulary	
#9 "I Can Point"	• learn that everything has a name	

TIPS FOR PARENTS: Remember to help the child to talk in sentences.

E	MATERIALS	DIRECTIONS FOR USE
t will child o put ords what e his ary hat every- as a name	Supply: . books . magazines . newspapers	The parent will • select simple pictures of - children eating - people using tools - a child petting a dog - children walking in a puddle of water - a marching band . ask questions about the pictures - Tell me about the picture. - What sounds does the picture make you think of? smells tastes . point around the room with eyes closed, instruct child - I can't see where I am pointing. - You'll have to tell me. - Where am I pointing? - You're right. - This is the floor. - Say it with me. • let the child close his eyes and point • use this game inside all the rooms of the house and outside • take turns with the child deliberately pointing to objects - I can point here. - Tell me where I am pointing.

talk in sentences.

PARENT HOME TASKS

LANGUAGE DEVELOPMENT	PURPOSE	MATERIALS	DIRECTIONS
#10 "Before And After Game"	The parent will help the child · learn new words	Supply: . pencil . potato . fork . spoon . handkerchief . comb . hair roller . glove . thread	The parent wi · place four · instruct th - This is a - Name ever - Now close · remove and - What was - Yes, befo you close
#11 "What Did I Give You?"	· converse in complete sentences	. small objects in the home . paper sack	· place four · take one ob What did · encourage ch You gave
#12 "What Can You Do?"	· develop his vocabulary and imagination		· ask the chi What can y

TIPS FOR PARENTS:

	MATERIALS	DIRECTIONS FOR USE
help ds	Supply: . pencil . potato . fork . spoon . handkerchief . comb . hair roller . glove . thread	The parent will · place four or five different things on a table · instruct the child - This is a before and after game. - Name everything on the table. - Now close your eyes. · remove and hide one object - What was here before you closed your eyes that's missing now? - Yes, before you closed your eyes, a _______ was here. After you closed your eyes, I took away the _______.
ences d	. small objects in the home . paper sack	· place four or five objects in sack · take one object out and hand the child What did I give you? · encourage child to answer in a complete sentence You gave me a _________. · ask the child to answer some questions What can you do with blocks? scissors crayons paints when it rains it is hot you are thirsty hungry sad tired happy scared lost

PARENT HOME TASKS

PHYSICAL COORDINATION	PURPOSE	MATERIALS	
#13 "Between Two Lines"	The parent will help the child • improve his posture • learn to balance himself	Supply: . 2 pieces of heavy cord, yarn, tape, and/or chalk	Th • r • c • a
#14 "Over The Rope"	• improve muscular coordination	. jump rope	• p • c • t c • c • s • t
#15 "Ball Play"	. develop eye-hand coordination	. large rubber ball	• r • t a • p

TIPS FOR PARENTS: #14 Jump rope is easier for the child to learn if only one person thro
timing the rope to go under the child when he jumps. After he has
fundamental movement, he may try a short rope, jumping by himself.

	MATERIALS	DIRECTIONS FOR USE
ll help	Supply:	**The parent will**
post- lance	. 2 pieces of heavy cord, yarn, tape, and/or chalk	· make two lines on the floor spacing them a little wider apart than the width of the child's foot · demonstrate to the child how to walk between the lines · allow the child to walk on other lines outdoors
cular n	. jump rope	· place the rope on the floor · demonstrate stepping over the rope hopping over the rope with both feet hopping over the rope with one foot · tie one end of the rope to a stationary object and raise the other end elevating center of rope a few inches above floor · encourage the child to jump over the rope · swing the rope gently while the child jumps · turn the rope over the child's head for him to jump
-hand n	. large rubber ball	· roll the ball to the child while both are sitting on the floor · toss the ball to the child while standing three feet apart and gradually increase the distance · praise the child

child to learn if only one person throws the rope,
the child when he jumps. After he has learned the
try a short rope, jumping by himself.

PARENT HOME TASKS

PHYSICAL COORDINATION	PURPOSE	MATERIALS	DIRECT
#16 "Dropping One By One"	The parent will help the child • improve his finger dexterity	Supply: . can or shoe box with slot cut in top . small objects - beans - pebbles - blocks - buttons - macaroni . medicine dropper	The paren • demonst and dro • direct Let m • allow t • let the water i
#17 "Bowling Game"	• learn eye-hand coordination	. five food cans of different sizes . small rubber ball	• place t • show th
#18 "Puzzle Fun"	• develop visual activity	. large wooden puzzles	• sit wit • discuss • describ • encoura time, t

TIPS FOR PARENTS: Do not let child dump the puzzle pieces out without first carefully discussing the picture and handling the pieces one at a time.

MATERIALS	DIRECTIONS FOR USE
ply:	The parent will
an or shoe box with lot cut in top mall objects - beans - pebbles - blocks - buttons - macaroni edicine dropper	· demonstrate picking up objects one at a time and dropping them in the slot · direct the child by saying Let me see you drop in one _____ at a time. · allow the child to continue as long as he desires · let the child use a medicine dropper for dropping water into a container
ive food cans of ifferent sizes mall rubber ball	· place the cans in a line · show the child how to roll the ball toward the cans
arge wooden puzzles	· sit with the child · discuss the picture on the puzzle · describe the color and shape of each piece as it is removed · encourage child to remove and replace first one piece at a time, then two, three, four, and all.

thout first carefully
one at a time.

PARENT HOME TASKS

FIVE SENSES	PURPOSE	MATERIALS	DIRE
#19 "Feel and Look"	The parent will help the child . develop his sense of touch . become more aware of his surroundings . learn new words	Supply: . objects and scraps of material of different texture, sizes, and shapes . shoe box with large hole in one end	The pare . place . tell . let h . instru - It - Ca - Is - Hav
#20 "Feel and Tell"	. develop his sense of touch . learn to think and draw conclusions . have fun while he learns	. small well-known objects - teaspoon - ring - comb - button - marble - earring - small bottle - pen . large paper bag	. show o . allow . blindf . let hi . have h - Fee - Use - Doe - Doe

TIPS FOR PARENTS: In daily conversation, use descriptive words so that the child will learn new

MATERIALS	DIRECTIONS FOR USE
Supply:	The parent will
• objects and scraps of material of different texture, sizes, and shapes • shoe box with large hole in one end	• place two or three objects in the box • tell the child to put his hand in the box and feel one object • let him describe how it feels • instruct him to take the object out and describe how it looks - It feels rough. looks smooth bumpy lumpy scratchy fuzzy - Can you squeeze it? bend - Is it hard? soft - Have you ever felt anything else like it?
• small well-known objects - teaspoon - ring - comb - button - marble - earring - small bottle - pen • large paper bag	• show objects to the child • allow him to feel and name objects • blindfold or have him close eyes • let him reach in the bag and withdraw one object • have him feel the object and carefully tell what it is - Feel it very carefully. - Use your fingertips. - Does it feel smooth? cool - Does it have hard points?

ds so that the child will learn new words to use in his descriptions.

PARENT HOME TASKS

FIVE SENSES	PURPOSE	MATERIALS	DIRECTI
#21 "Feel and Sort"	The parent will help the child . improve his sense of touch . develop his ability to concentrate	Supply: .two kinds of similar objects - dried beans - dried peas - buttons - beads .containers - one large enough to hold objects mixed together - two small enough to hold sorted objects	The parent . place the small emp . have the the child . watch qui . give prai . provide a beans, bu
#22 "Let Me Smell"	. learn that he can identify things by smell	.plastic medicine bottles or small jars with lids .items to smell - celery - food cooking - powder - peanut butter- baby oil - onion - perfume - chocolate - soap - coffee - tooth paste - apple - vinegar - alcohol - orange - lotion - banana - shaving spray - vanilla	. tell the - Rememb - Some p cut gr - What d . accept an . tell the . ask the c - What p - Which . let the c child clos

TIPS FOR PARENTS:

MATERIALS	DIRECTIONS FOR USE
pply: o kinds of similar jects dried beans dried peas buttons beads ntainers one large enough to hold objects mixed together two small enough to hold sorted objects	The parent will . place the large container with the two items mixed and the two small empty containers near the child . have the child sort the objects with his eyes open, then instruct the child to sort the objects with his eyes closed or blindfolded. . watch quietly . give praise . provide additional practice using two different kinds of dry beans, buttons, and nails
astic medicine bottles small jars with lids ems to smell - celery food cooking - powder peanut butter- baby oil onion - perfume chocolate - soap coffee - tooth paste apple vinegar - alcohol orange - lotion banana - shaving spray vanilla	. tell the child - Remember, nobody is just like you. - Some people like to smell flowers, others like to smell cut grass. - What do you like to smell? . accept any response . tell the child what the parent likes to smell . ask the child - What part of your body do you use to smell? - Which of these things do you like to smell? . let the child smell items with his eyes open, then have the child close his eyes and identify the smells

PARENT HOME TASKS

FIVE SENSES	PURPOSE	MATERIALS	DIR
#23 "What Do You Hear?"	The parent will help the child . use his sense of hearing . develop his ability to concentrate	Supply: .objects for making sounds - paper - scissors - drawer - water - spoons - ball	The pare . instr - Le - I - Li . demon - If . conti - sn - cr - wh - cl - tal - sma - si - sni - cla - cl - ru - ta - tal - ta - bo - tea . prais

TIPS FOR PARENTS: Say the sentence first as a model for him to repeat.

	MATERIALS	DIRECTIONS FOR USE
of bility e	Supply: .objects for making sounds - paper - scissors - drawer - water - spoons - ball	The parent will . instruct the child - Let's play a listening game. - I am going to make different sounds. - Listen carefully and tell me what you hear. . demonstrate by knocking on the door - If I make this sound, you must say, "I heard you knocking." . continue making other sounds - snap fingers - crush paper - whistle - close the door - talk softly - smack the mouth - sing - snip with scissors - clap hands - close a drawer - run water - tap feet - talk loudly - tap two spoons together - bounce a ball - tear paper . praise child

l for him to repeat.

PARENT HOME TASKS

FIVE SENSES	PURPOSE	MATERIALS	DIRECTION
#24 "Talking Softly or Loudly"	**The parent will help the child** **. distinguish between talking softly and loudly** **. contrel his voice** **. overcome shyness**	**Supply:**	**The parent wi** **. point to h** **- I am ta** **- I am ta** **- I want** **. encourage** **- I am ta** **. question t** **- What am** **- Can you** **- Let me**
#25 "Listening to a Story"	. enjoy listening . recall a story	. Story books	. read the s . share conv . ask questi - Do you - What el - Which p . reread the . listen to

TIPS FOR PARENTS:

	MATERIALS	DIRECTIONS FOR USE
help between ly and voice ness	Supply:	The parent will . point to her mouth - I am talking. - I am talking loudly. softly - I want you to talk loudly. softly . encourage the child to repeat - I am talking loudly. softly . question the child - What am I doing? - Can you talk loudly? softly - Let me hear you.
ing ry	. Story books	. read the story . share conversation about the story . ask questions - Do you like the way the story ended? - What else could have happened? - Which part did you like best? Why? . reread the story . listen to the child retell the story

PARENT HOME TASKS

FIVE SENSES	PURPOSE	MATERIALS	DIRECT
#26 "Sensory Game"	**The parent will help the child** **· become aware of his five senses** **· learn to classify**	**Supply:** **.5 plastic bags labeled with pictures representing the five senses** **.variety of objects** **- to feel** **--yarn** **--feather** **--sandpaper** **- to smell** **--flower** **--sachet** **--vinegar** **- to taste** **--candy** **--fruit** **- to hear** **--a bell** **--picture of musical instrument** **- to see** **picture of** **--a house** **--the moon**	The parent · place th · direct t - Can yo - How do - Can yo - Put th · continue · have the why he s · ask the - What d - What d - What d - How doe - What d - What d - What d Outside

TIPS FOR PARENTS: **Remember to praise the child.**
Keep the lesson short.

	MATERIALS	DIRECTIONS FOR USE
will help ware of senses classify	Supply: .5 plastic bags labeled with pictures representing the five senses .variety of objects - to feel --yarn --feather --sandpaper - to smell --flower --sachet --vinegar - to taste --candy --fruit - to hear --a bell --picture of musical instrument - to see picture of --a house --the moon	The parent will · place the objects, pictures, and bags on the table · direct the child by asking questions - Can you find a picture of an ear? - How do you use your ears? - Can you find something that you can hear? - Put the bell in the bag with the ear on it. · continue activity with other objects · have the child empty the bag one at a time and tell why he sorted the objects as he did · ask the child - What do you hear when you ride on the bus? - What do you feel when you touch the wall? - What do you smell when the dinner is cooking? - How does a pickle taste? - What do you feel when you run in the grass? - What do you see outside the window? - What do you see when you are outside and look up? down around behind you Outside can you find a leaf that is smooth? rough wet sticky

PARENT HOME TASKS

SMALL MUSCLE SKILLS	PURPOSE	MATERIALS	DIRECTIO
#27 "Fun With Paste"	The parent will help the child . learn to handle paste properly . develop small muscle coordination . improve language development	Supply: . paste . paper . magazines	The parent wil . provide pas . cut simple . demonstrate small amoun . discuss the
#28 "Tearing Paper"	. improve finger dexterity . **perform eye-hand coordination activities**	. newspaper . magazines . construction paper . any discarded paper	. demonstrate both hands . let the chi . suggest tha the torn pi
#29 "Scissors Fun"	. learn to handle scissors properly . develop eye-hand coordination	. blunt scissors . paper . paper straws	. cut long na . instruct th the scissor . show the ch the thumb u . let the chi scissors . show child h the scissor . repeat the a . demonstrate with a singl

TIPS FOR PARENTS: Praise all the child's creations.
Emphasize the fun of doing art activities.
Newspapers may be used for cutting and coloring.

	MATERIALS	DIRECTIONS FOR USE
elp tion e	Supply: . paste . paper . magazines	The parent will . provide paste, bought or homemade with flour and water . cut simple pictures within the child's experience . demonstrate how to paste the pictures on a paper with a small amount of paste on one finger . discuss the pictures with the child
d	. newspaper . magazines . construction paper . any discarded paper	. demonstrate tearing paper using the thumb and fingers of both hands . let the child make his own creations using a variety of paper . suggest that the child tear colored magazine pages and arrange the torn pieces to represent animals and paste on another paper flowers houses
ly d	. blunt scissors . paper . paper straws	. cut long narrow strips of paper . instruct the child to insert the thumb in the top hole of the scissors and the third finger in the other scissor hole . show the child how to open and close the scissors, keeping the thumb up . let the child practice the cutting motion without holding scissors . show child how to hold paper in one hand and cut pieces with the scissors held in the other hand . repeat the activity, letting the child cut paper straws . demonstrate how to cut along the edge of a piece of paper with a single cut to make a fringe

ities.
nd coloring.

PARENT HOME TASKS

SMALL MUSCLE SKILLS	PURPOSE	MATERIALS	DIRECTIO
#30 "Crayon Magic"	The parent will help the child . hold and use a crayon . develop skills that will be needed for writing	Supply: . large primary crayons . paper . chalk	The parent wi . provide a . show the the crayo . praise th . encourage

TIPS FOR PARENTS: Do not model for the child.
Do not let other children criticize the child's efforts.
Do not expect recognizable pictures at first.

MATERIALS	DIRECTIONS FOR USE
Supply:	The parent will
. large primary crayons . paper . chalk	. provide a quiet place where the child may scribble with crayons . show the child how the paper may be peeled from the crayon, the crayons broken in half, and used on the flat side . praise the child's efforts . encourage scribbling, using chalk

ld's efforts.
t.

PARENT HOME TASKS

COLORS	PURPOSE	MATERIALS	DIRECTION
#31 "I See Something You Don't See"	The parent will help the child . learn the colors . listen to directions . use sentences	Supply: . familiar objects inside the house or outside	The parent wi . say - I see s . allow the . encourage - Is it t - Is it t . ask the ch - Do you - What ot . play this guess the
#32 "Surprise Box"	. become more aware of the colors around him . learn to describe the world he lives in	. cardboard box with a hole in the top or bag of scraps of colored paper	. place box the child . have the c tell the c . let the ch replace the . ask the ch - What col - Can you - What col . have child

TIPS FOR PARENTS: Talk with the child about color at every opportunity.

	MATERIALS	DIRECTIONS FOR USE
l help lors rection s	Supply: . familiar objects inside the house or outside	The parent will . say - I see something you don't see and it is (red)! . allow the child three guesses . encourage the child to answer in a complete sentence - Is it the chair? - Is it the book? . ask the child - Do you see anything else that is red? - What other colors do you see? . play this game with several children, allowing the first to guess the object to become the next leader
aware rs scribe e	. cardboard box with a hole in the top or bag of scraps of colored paper	. place box containing colored scraps of paper in front of the child . have the child pull out one piece of paper at a time and tell the color . let the child keep the colored papers he names correctly and replace the ones he doesn't know for another try . ask the child - What color is this? - Can you find something else this color? - What color is your dress? shirt . have child sort scraps into different piles, matching colors

every opportunity.

PARENT HOME TASKS

COLORS	PURPOSE	MATERIALS	DIRECTIO
#33 "Matchmaker"	The parent will help the child . develop the ability to match likenesses in colors . begin to notice shades and tints of colors . **develop visual acuity**	Supply: . familiar objects in the home . scraps of colored paper	The parent wi . hold up a - I see s - Can you . encourage but of dif . look throu and yellow
#34 "Match the Crayons"	. learn to follow directions . see likenesses and differences in color	. crayons . scraps of colored paper . magazines	. give the c . direct the like color . let the ch so he may . mix all th . help the c colors in

TIPS FOR PARENTS: Praise the child with a hug, word, or a happy expression.
#33. This game emphasizes matching the colors, not learning the color names.
Refer to Task #17, "Bowling Game," and put colored paper in the cans for the child

	MATERIALS	DIRECTIONS FOR USE
help ility esses e ts	Supply: . familiar objects in the home . scraps of colored paper	The parent will . hold up a scrap of colored paper and say - I see something and it is this color. - Can you find something else this color? . encourage the child to find other objects the same color but of different shades or tints . look through a magazine to find shades of blue, red, and yellow, matching them with a scrap that color
w and colo	. crayons . scraps of colored paper . magazines	. give the child 3 crayons at a time . direct the child to separate the colored scraps, putting like colors in stacks with the matching crayon on top . let the child mark with the crayon on the matching papers so he may see the likeness . mix all the papers up and have him separate the colors again . help the child find and mark with the crayon the matching colors in a magazine

r a happy expression.
the colors, not learning the color names.
nd put colored paper in the cans for the child to identify.

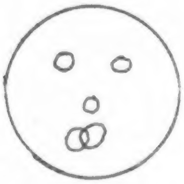
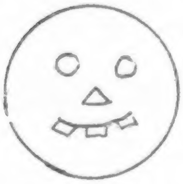
SHAPES	PURPOSE	MATERIALS	
#35 "Match Me"	The parent will help the child . learn three shapes . develop visual acuity . become aware of forms in the world around him	Supply: . paper shapes - circles - rectangles - triangles . familiar objects in the child's surroundings	The

TIPS FOR PARENTS: Call the child's attention to shapes seen on outdoor excursions such as
and buildings. Sandwiches and cookies may be cut in different shapes.

	MATERIALS	DIRECTIONS FOR USE
will help ee shapes isual are of the world m	Supply: . paper shapes - circles - rectangles - triangles . familiar objects in the child's surroundings	The parent will . hold up a paper shape and name it for the child to repeat . ask the child to point to objects around him that have similar shapes - circle: plates, ball, apple, orange, his head, eyes, moon, sun, marble, wheels, buttons, rings, bracelets, necklaces, earrings, dishes, eye glasses, pies, cakes - rectangle: door, window, table, chair, book, pockets - triangle: roof top, ice cream cone, tricycle

o shapes seen on outdoor excursions such as sailboats at the beach, traffic signs, signboards,
nd cookies may be cut in different shapes.

PARENT HOME TASKS

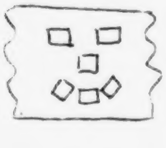
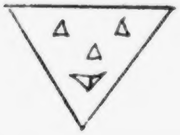
SHAPES	PURPOSE	MATERIALS	DIRECT
#36 "Mr. Round Man"   "Mr. Mixed-Up Man"	The parent will help the child . learn shapes . classify by shapes	Supply: ·one round white paper plate ·colored paper shapes (two each of red, blue, and yellow) - 6 triangles - 6 rectangles - 6 circles	The parent . place a . hold up - Can - Let' one . help th red for overlap . take th - Can . replace - Is h . replace - What - Let'

TIPS FOR PARENTS: Colors are not important in this game so allow the child to use different colo

	MATERIALS	DIRECTIONS FOR USE
ll d s shapes	Supply: ·one round white paper plate ·colored paper shapes (two each of red, blue, and yellow) - 6 triangles - 6 rectangles - 6 circles	The parent will . place all the paper shapes on a table . hold up the paper plate and say, - Can you find some paper shapes that look like this one? - Let's make Mr. Round Man with two round papers for his eyes, one round paper for his nose, and round papers for his mouth. . help the child place the circles on the plate, using green and red for the eyes, yellow for the nose, and the two red ones overlapping for the mouth . take the circles out of the plate, mix them up again and say, - Can you make Mr. Round Man? . replace the nose circle with a triangle - Is he still Mr. Round Man? . replace the mouth circles with three squares - What is he now? - Let's call him Mr. Mixed-Up Man.

game so allow the child to use different colors if he desires.

PARENT HOME TASKS

SHAPES	PURPOSE	MATERIALS	DI
#37 "Mr. Rectangle Man"   "Mr. Triangle Man	The parent will help the child . experience looking at and handling shapes . classify by shapes . improve visual acuity . have fun while learning	Supply: . a paper napkin or similar size paper . colored paper shapes (2 each of red, blue, and yellow) - 6 triangles - 6 rectangles - 6 circles	The pa . pla . tra - T - C - I r . hel napk and . put look - I - W - C . fold . ask arra

TIPS FOR PARENTS: The rectangular shape is used before the square shape because the child ma must have sides of same length.

MATERIALS	DIRECTIONS FOR USE
Supply: . a paper napkin or similar size paper . colored paper shapes (2 each of red, blue, and yellow) - 6 triangles - 6 rectangles - 6 circles	The parent will . place all the paper shapes on a table . trace around the edge of the napkin with a finger and say, - This is shaped like a rectangle. - Can you find some paper shapes that look like this one? - Let's make Mr. Rectangle Man with his eyes, nose, and mouth all made out of rectangles . help the child place the rectangular shapes on the paper napkin using two blues for the eyes, green for the nose, and red and yellow for the mouth . put triangular shapes on top of each mouth shape so they look like teeth and say, - Is he still Mr. Rectangle Man? - Why not? - Could we make Mr. Triangle Man? . fold the napkin diagonally to form a triangle . ask the child to find the triangular shapes and help him arrange a face

he square shape because the child may not differentiate that a square

PARENT HOME TASKS

SHAPES	PURPOSE	MATERIALS	DI
#38 "The Same-or-Not the Same"	The parent will help the child . develop skills in recognizing likenesses and differences . learn to describe objects as to their likenesses and differences	Supply: . colored paper shapes - circles - triangles - rectangles	The pa . plac - E - W - W - A - A - A

TIPS FOR PARENTS: Task #17 The Bowling Game may be utilized to review shapes by placing colore

MATERIALS	DIRECTIONS FOR USE
Supply: colored paper shapes - circles - triangles - rectangles	The parent will . place all the paper shapes on a table and say, - Pick up two papers. - What shapes are the papers? - What color are the papers? - Are they the same or not the same? - Are they the same color? - Are they the same shape?

o review shapes by placing colored paper shapes in each can.

PARENT HOME TASKS

SIZES	PURPOSE	MATERIALS	DIR
#39 "The Long and Short of It"	The parent will help the child . learn to compare sizes of things . increase his vocabulary	Supply: .familiar objects of different lengths, heights, and sizes - sticks - rope - string - balls - buttons - boxes - cans	The par . sit . put t - Wh . put t - Wh . put t - Wh . put t - Wh . stand - Wh . let t
#40 "Stairsteps"	. to make comparisons . form judgments . improve eye-hand coordination	.6 drinking straws - 1 full length - 1 inch off second one - 2 inches off third one - 3 inches off fourth one - 4 inches off fifth one - 5 inches off sixth one	. mix t - Fi - Fi . conti side - No - Ar . mix t

TIPS FOR PARENTS: Encourage the child to use complete sentences. Call the child's attention t
people, clothes, toys, and furniture during daily routines.
Utilize Task #17 "Bowling Game" emphasizing the sizes of the cans. Encourag

MATERIALS	DIRECTIONS FOR USE
Supply: .familiar objects of different lengths, heights, and sizes - sticks - rope - string - balls - buttons - boxes - cans	The parent will . sit on the floor facing the child . put two objects on the floor and say, - Which _____ is longer? shorter . put three or more objects on the floor and say, - Which ______ is longest? shortest . put two objects on the floor and say, - Which ________ is larger? smaller . put three or more objects on the floor and say, - Which _______ is largest? smallest . stand two objects on the floor and say, - Which _______ is shorter? taller . let **the child put the objects side by side and compare**
.6 drinking straws - 1 full length - 1 inch off second one - 2 inches off third one - 3 inches off fourth one - 4 inches off fifth one - 5 inches off sixth one	. mix the straws and place on the floor in front of the child and say, - Find the shortest straw and place it this way. (horizontal) - Find the next shortest straw and place it next to the first one . continue procedure until all straws are placed with the left side even and say, - Now you have made stairsteps. - Are any of the straws the same length? . mix the straws again and help the child lay them perpendicularly

ences. Call the child's attention to the differences in the sizes of
ing daily routines.
ing the sizes of the cans. Encourage the child to have fun stacking the cans.

PARENT HOME TASKS ______________________________

POSITIONS	PURPOSE	MATERIALS	DIRECTIONS
#41 "Put, Put"	The parent will help the child . follow directions . develop understanding of special relationships	Supply: . small paper . glass . spoon	The parent wil . sit with the . place the pa . say, - We are go - I'll tell them ther - Then you "put" the . direct the c - Put the s - Put the p - Put the g - Put the s - Put the p - Put the s . place object - Where is . use other ob . direct the c . hide her eye

TIPS FOR PARENTS: Emphasize activities involving positions in daily routines.

MATERIALS	DIRECTIONS FOR USE
upply: small paper glass spoon	The parent will . sit with the child at a low table or on the floor . place the paper, glass, and spoon in a row on the table . say, - We are going to play "Put, Put." - I'll tell you where to "put" these things and you "put" them there. - Then you tell me where to "put" these things and I'll "put" them where you say. . direct the child - Put the spoon inside the glass. (Replace) - Put the paper under the glass. (Replace) - Put the glass between the paper and the spoon. - Put the spoon on top of the paper. (Replace) - Put the paper behind the glass. (Replace) - Put the spoon in front of the glass. . place objects in different positions and ask, - Where is the spoon now? . use other objects, such as: a toy, a box, a shoe, a pencil . direct the child to sit in a chair crawl under the chair stand beside in front of behind . hide her eyes and guess where the child is

daily routines.

NUMBER CONCEPTS	PURPOSE	MATERIALS	DI
#42 "Counting Fun"	The parent will help the child . learn to rote count . develop awareness that the last number said tells how many have been counted	Supply:	The par . coun - L - I - I - W . cont . let . prai
#43 "How Many"	. learn that counting is telling "how many" . have fun while learning number concepts . follow directions	. marbles . jacks . beans . bottle caps . spoons . straws . buttons . coins	. plac . inst - B - B . enco . ask - C - C - C . coun - s - d - c - P

TIPS FOR PARENTS: **Be alert for opportunities to use number concepts in daily activities.**

	MATERIALS	DIRECTIONS FOR USE
ll help	Supply:	The parent will
ote areness ast num- ells how been		. count, saying the last number louder - Listen to me count. - 1, 2, 3, 4, 5, 6, 7, 8 (repeat 8). - I counted to 8. - What number did I count to? . continue counting, stopping at different numbers . let the child count as far as he is ready to go . praise the child for "working hard"
count- ling hile umber ections	. marbles . jacks . beans . bottle caps . spoons . straws . buttons . coins	. place objects on a table . instruct the child to bring a certain number of things - Bring me three marbles. - Bring me two spoons. . encourage the child to manipulate the objects as he counts them . ask the child, - Can you jump up and down three times? - Can you hop on one foot two times? - Can you clap your hands four times? . count other things around the house - steps on the porch - doors in the room - chairs - place settings

e number concepts in daily activities.

Suggestions for Parent-Teacher Conferences

Even though the parents and teacher meet together in the monthly meetings, the individual conference is still a most vital part of parent involvement. The three conferences a year begin where other reporting methods end. The parent brings to the conference his own understanding of what the child is like at home. The teacher brings an insight of what the child is like at school. Good conferences help both the teacher and the parent understand the child. These conferences should result in cooperative planning for the child, while they win understanding and respect for the teacher and the school.

Conference preparation:

The teacher should

- confirm conference appointments with a note
- let the parents know in advance how many minutes of conference time is set aside for them and that they may use all the time or any portion of it
- allow 10 minutes between conferences to jot down notes about the conference and prepare for next conference
- have child's check sheet available of the various skills to be discussed
- conduct the meeting in the natural room setting
- arrange room attractively with bulletin boards displaying children's art work

Conference techniques:

The teacher should

- be the same type hostess in classroom as in her home
- greet the parent and try to make him comfortable and at ease
- begin and end the conference with a positive comment about the child
- refrain from taking notes during the conference

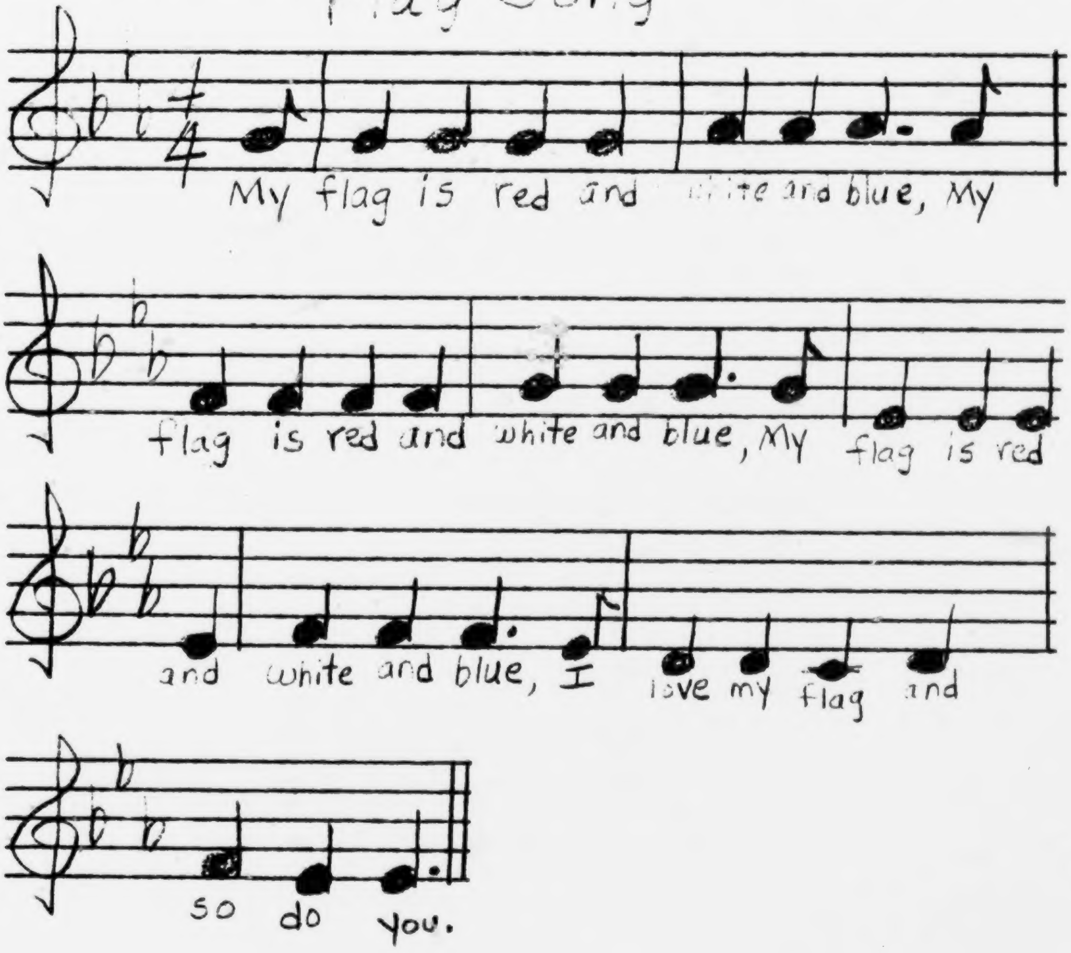
Conference techniques: (Cont'd)

- listen to criticism in order to obtain suggestions
- offer alternative suggestions, so the parent may make the decision
- discourage comparison of brothers and sisters
- summarize child's progress from check list information without discussing each item separately, parent is interested only in overall development
- concentrate on one or two things on which the teacher and the parent can work together to help the child
- extend an invitation to parent to visit school and perhaps become a volunteer helper, if parent not already involved
- end on a note of continuing cooperation

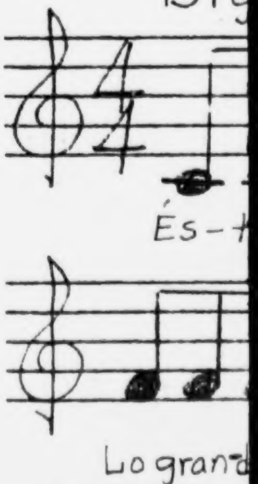
Evaluation of conference:

- Was it a cordial meeting?
- What did I learn that will help me in future relations with the child?
- Did I plan with, rather than for, the parents?
- Did the parents learn a little more about the child?
- Did I help parents to talk freely?
- Did I praise the child in some way?
- Did the parents leave with a friendly, optimistic attitude?
- Did we emerge with specific ways to help the child?

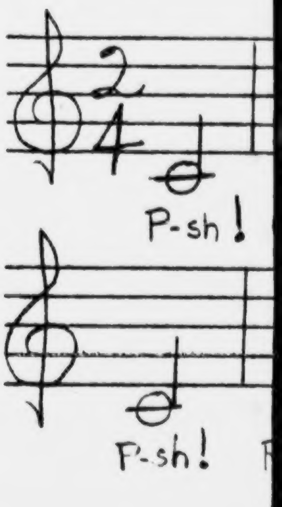
Flag Song


My flag is red and white and blue, My
flag is red and white and blue, My flag is red
and white and blue, I love my flag and
so do you.

Big

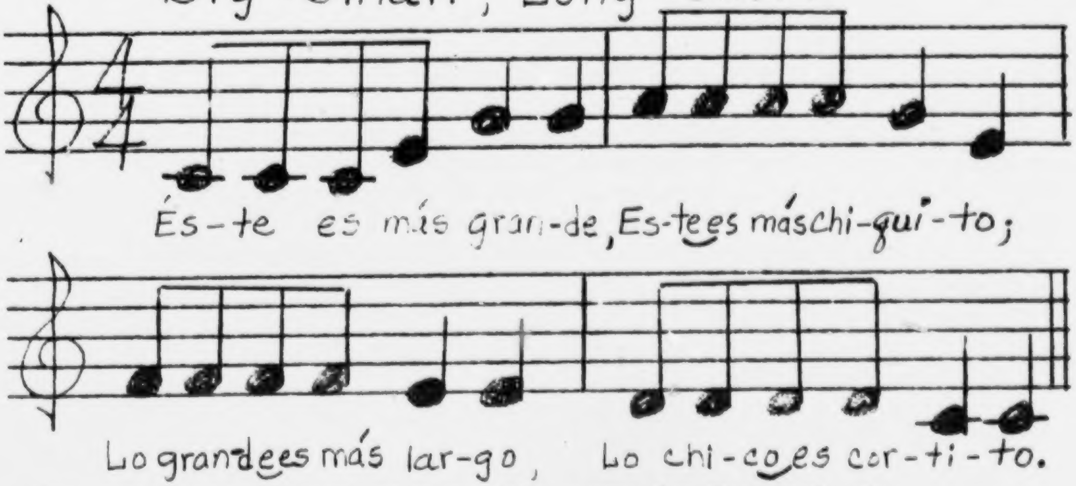

És-t
Lo grand

The child ope
big-small and



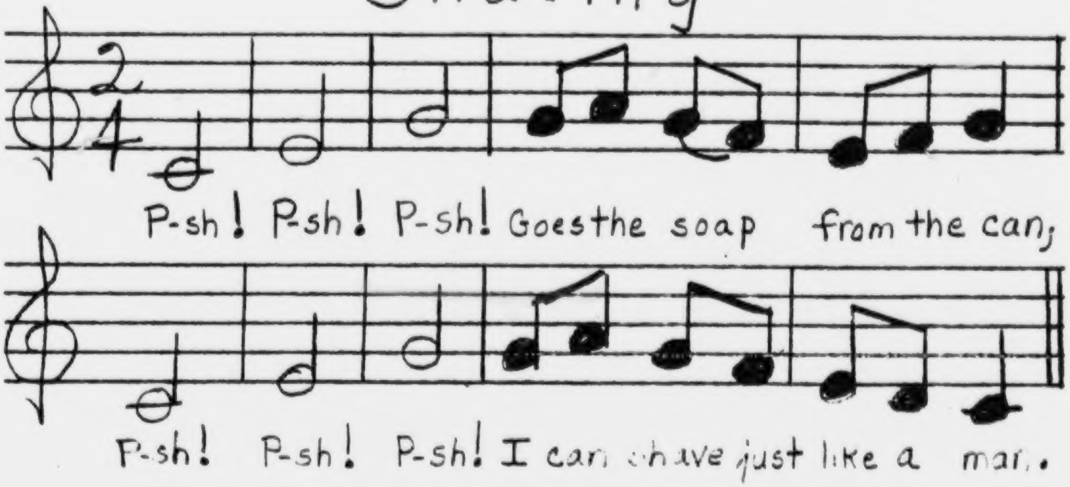
e and blue, My
My flag is red
my flag and

Big-Small, Long-Short

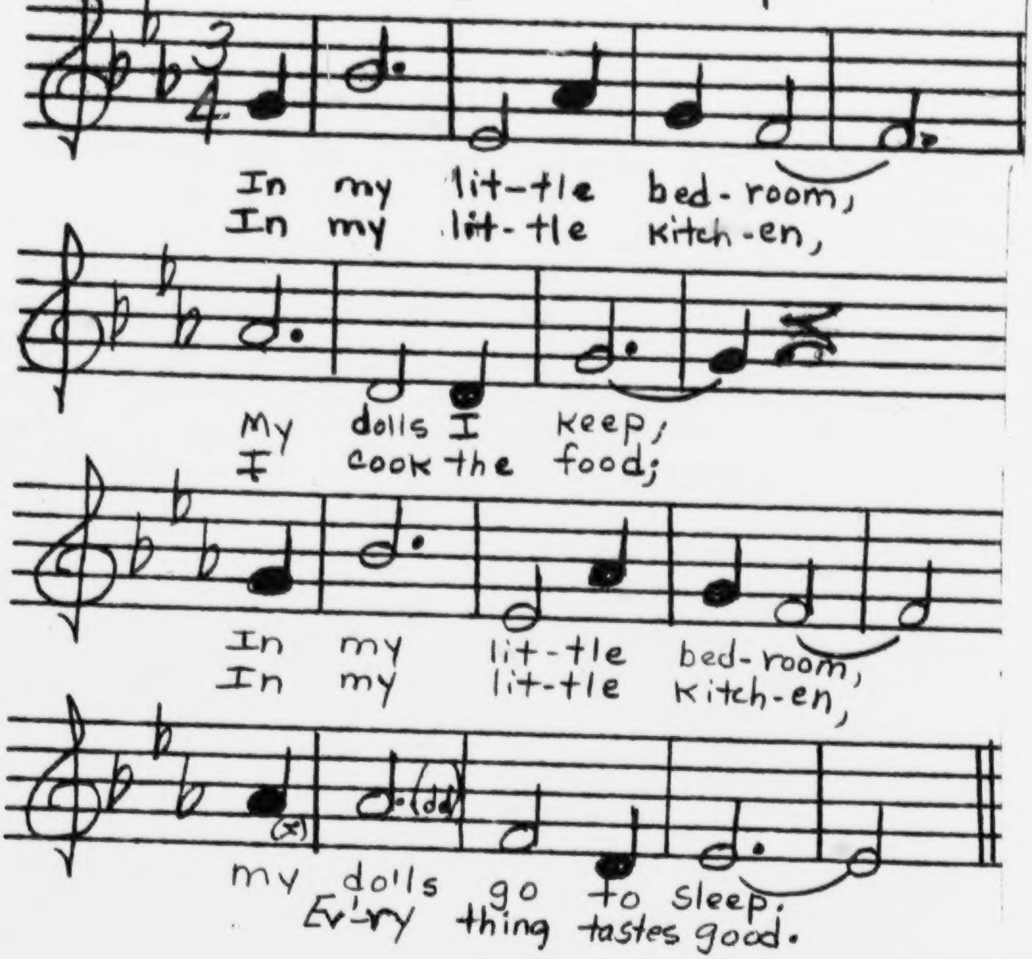

És-te es más gran-de, Es-te es más chi-qui-to;
Lo gran-de es más lar-go, Lo chi-co es cor-ti-to.

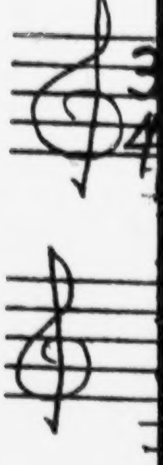
The child opens and closes his arms to demonstrate big-small and long-short concepts.

Shaving


P-sh! P-sh! P-sh! Goes the soap from the can;
P-sh! P-sh! P-sh! I can shave just like a man.

Little Housekeeper

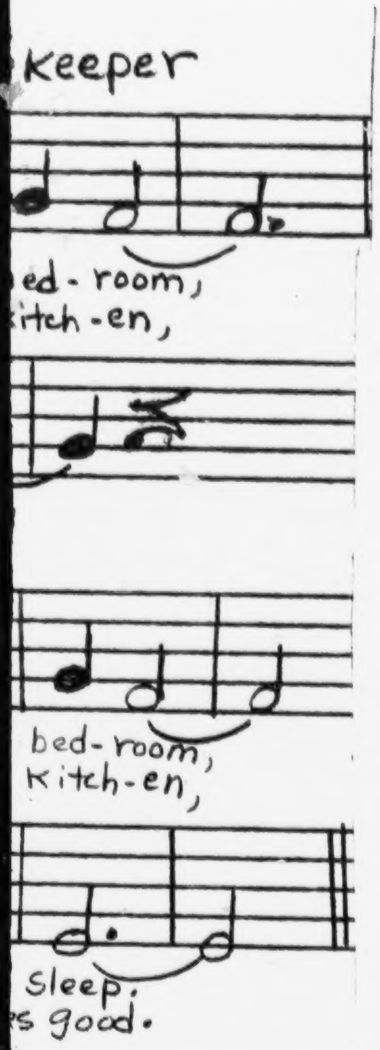

In my lit-tle bed-room,
In my lit-tle kitch-en,
My dolls I keep;
I cook the food;
In my lit-tle bed-room,
In my lit-tle kitch-en,
(x)
(dd)
my dolls go to sleep.
Ev'ry thing tastes good.



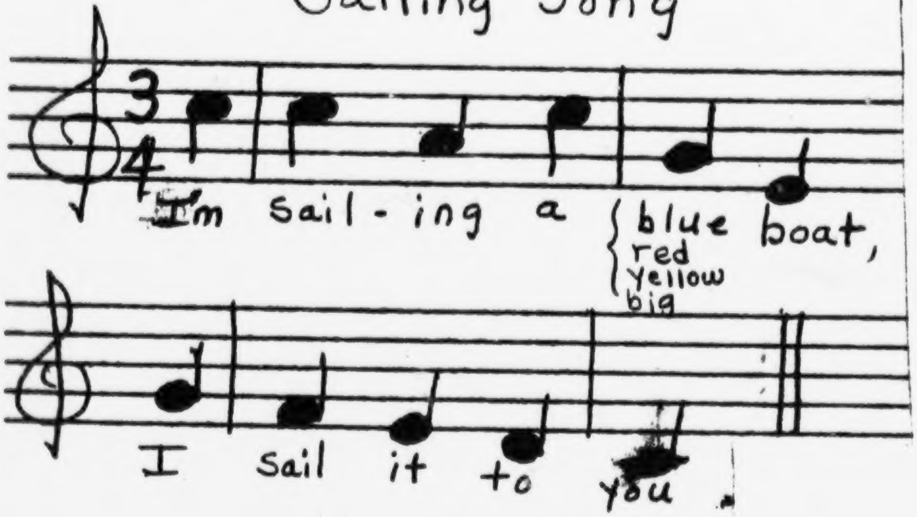
1. Come
2. Come
Come sw
Come fl

3. Come wa
Come wa

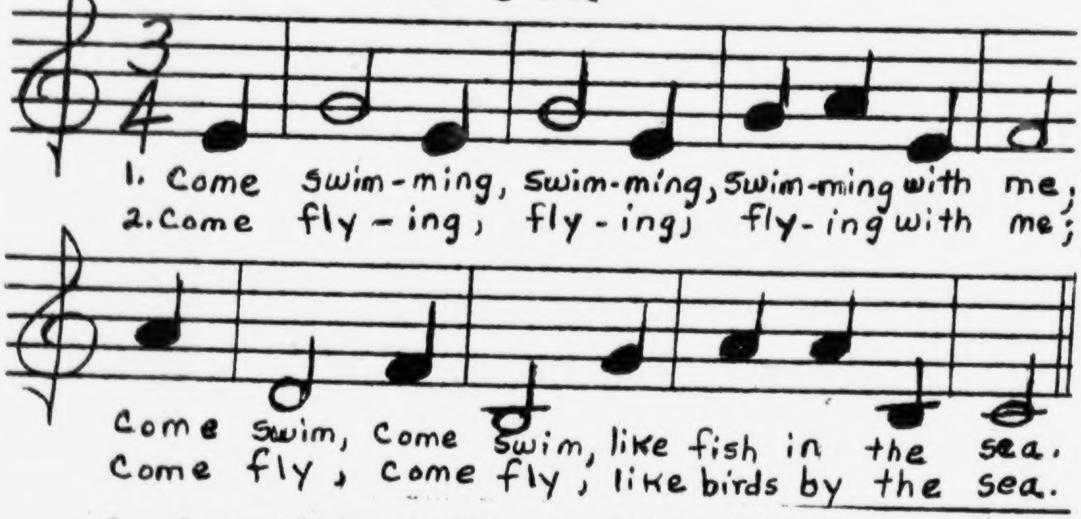
4. Come cr
Come cr


keeper
ed - room,
itch - en,
bed - room,
Kitch - en,
Sleep,
s good.

Sailing Song


3
4
I'm sail - ing a { blue boat,
red
yellow
big
I sail it to you.

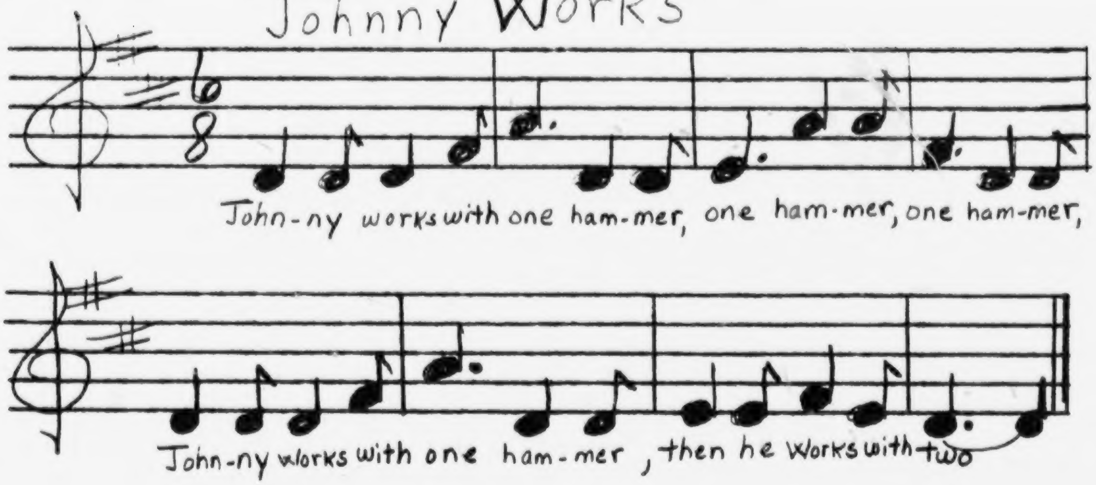
The Sea


3
4
1. Come swim - ming, swim - ming, swim - ming with me;
2. Come fly - ing, fly - ing, fly - ing with me;
Come swim, Come swim, like fish in the sea.
Come fly, come fly, like birds by the sea.

3. Come walking, walking, walking with me;
Come walk, come walk, like boys by the sea.

4. Come crawling, crawling, crawling with me;
Come crawl, come crawl, like crabs by the sea.

Johnny Works


6
8
John-ny works with one ham-mer, one ham-mer, one ham-mer,
John-ny works with one ham-mer, then he works with two

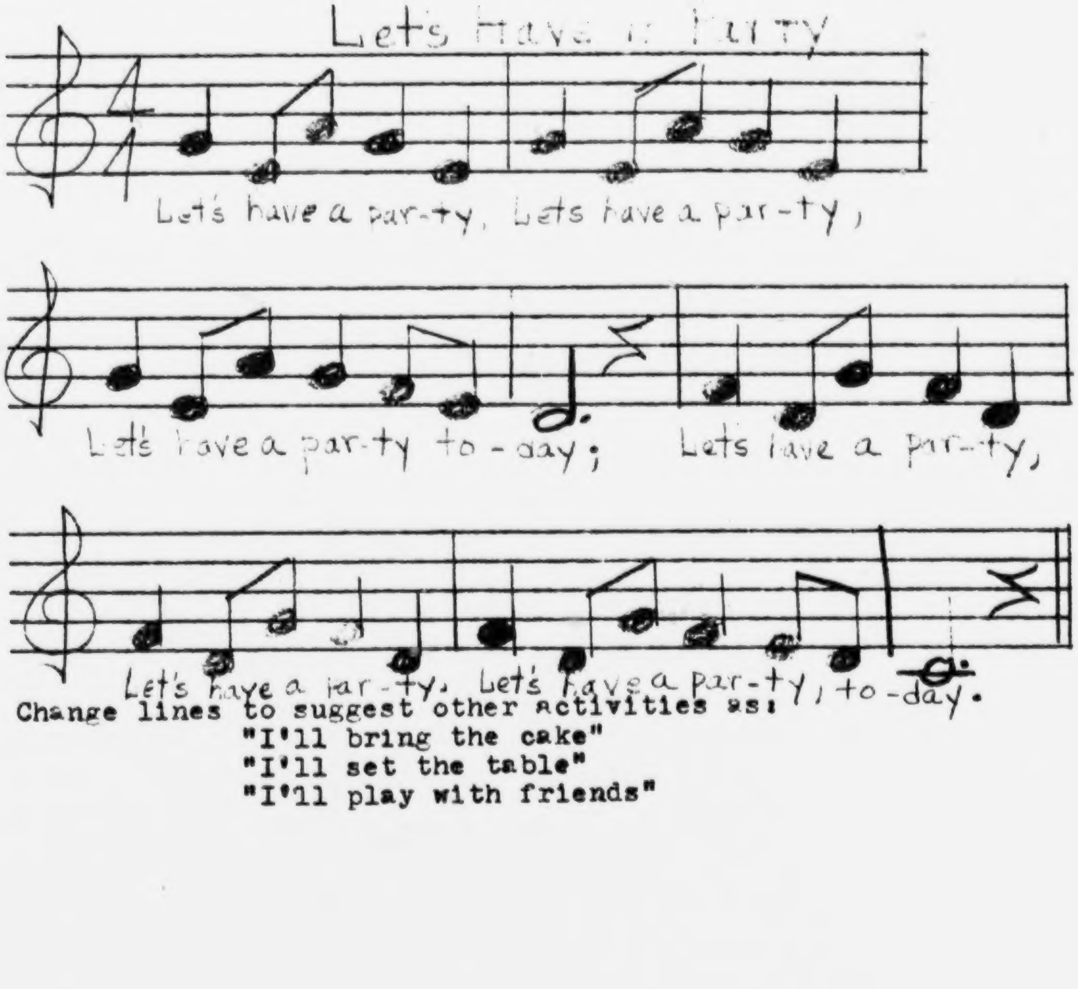
Repeat:

"Johnny works with two hammers"(use both fists)
"Johnny works with three hammers"(use both fists and one foot)
"Johnny works with four hammers"(use both fists and both feet)
"Johnny works with five hammers"(use both fists, both feet, and head)

ne ham-mer, one ham-mer,
he Works with two

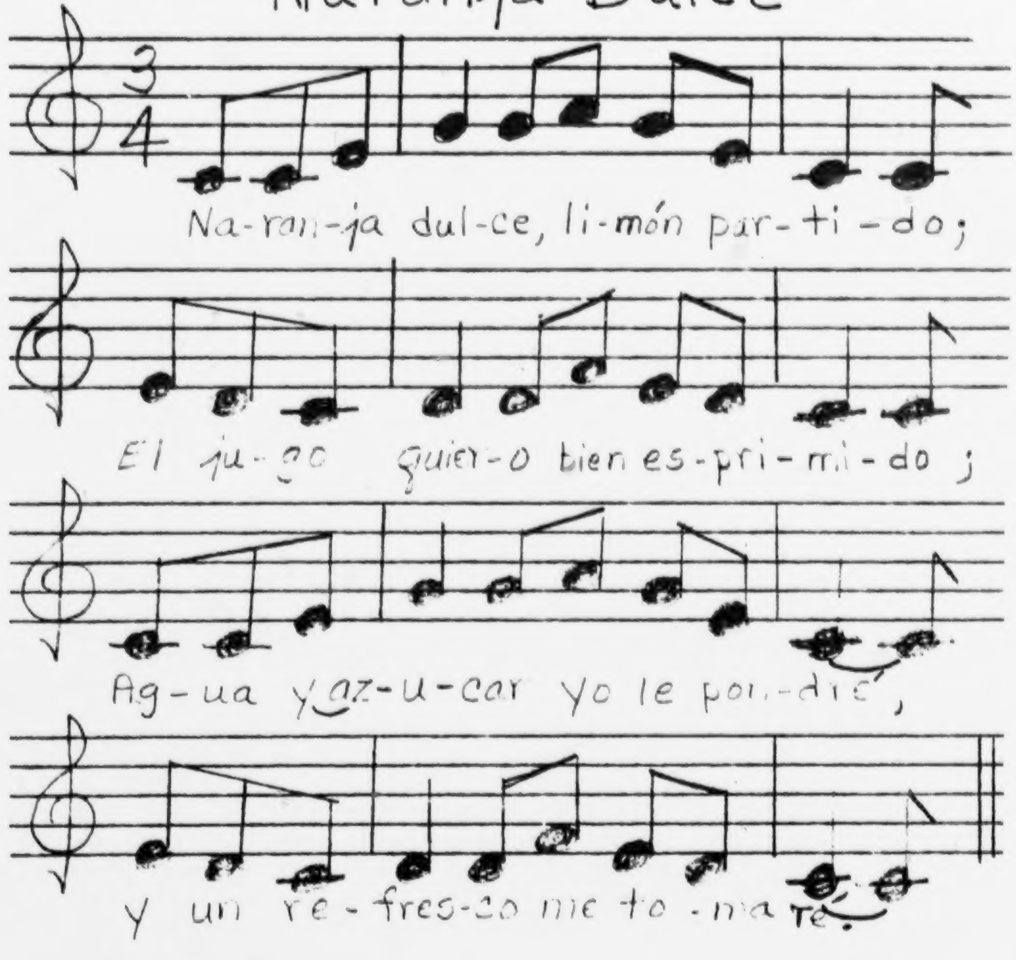
(use both fists)
s"(use both fists
and one foot)
"(use both fists
nd both feet)
"(use both fists,
, and head)

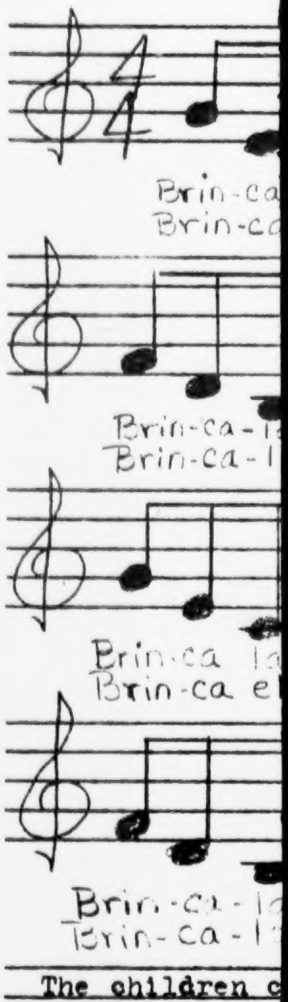
Let's Have a Party


Let's have a par-ty, Lets have a par-ty,
Let's have a par-ty to-day; Lets have a par-ty,
Let's have a par-ty. Let's have a par-ty, to-day.

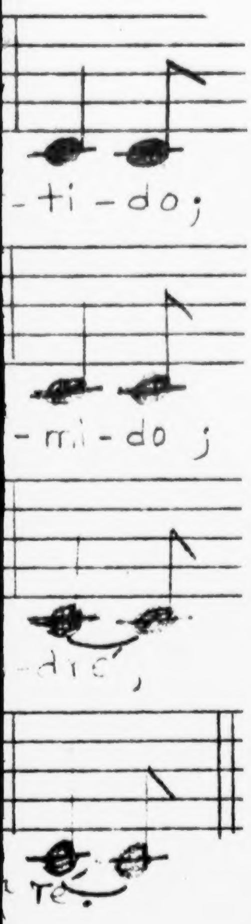
Change lines to suggest other activities as:
"I'll bring the cake"
"I'll set the table"
"I'll play with friends"

Naranja Dulce

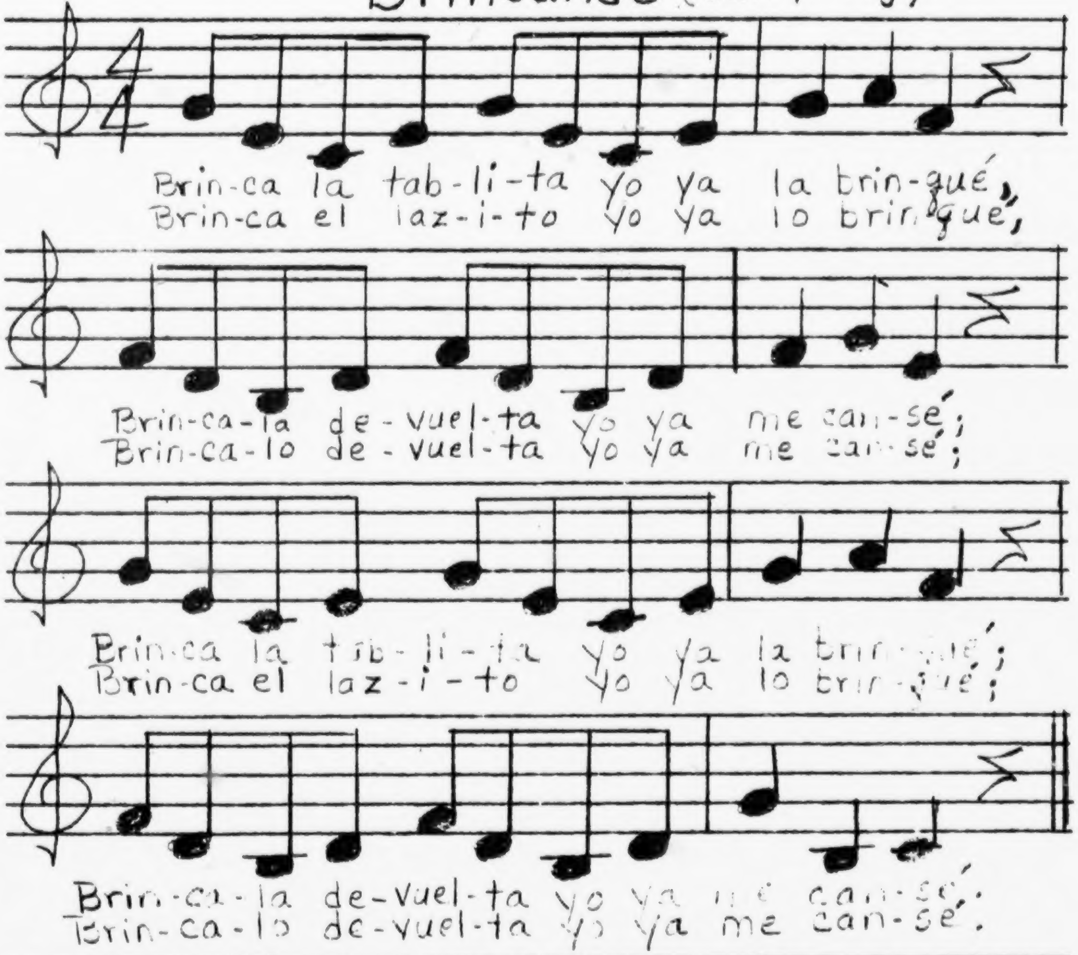

3/4
Na-ran-ja dul-ce, li-món par-ti-do;
El ju-go quier-o bien es-pri-mi-do;
Ag-ua y az-u-car yo le pon-dré,
y un re-fres-co me to-ma-ré.


4/4
Brin-ca
Brin-ca
Brin-ca-l
Brin-ca-l
Brin-ca la
Brin-ca el
Brin-ca-la
Brin-ca-l

The children c
are able to ju

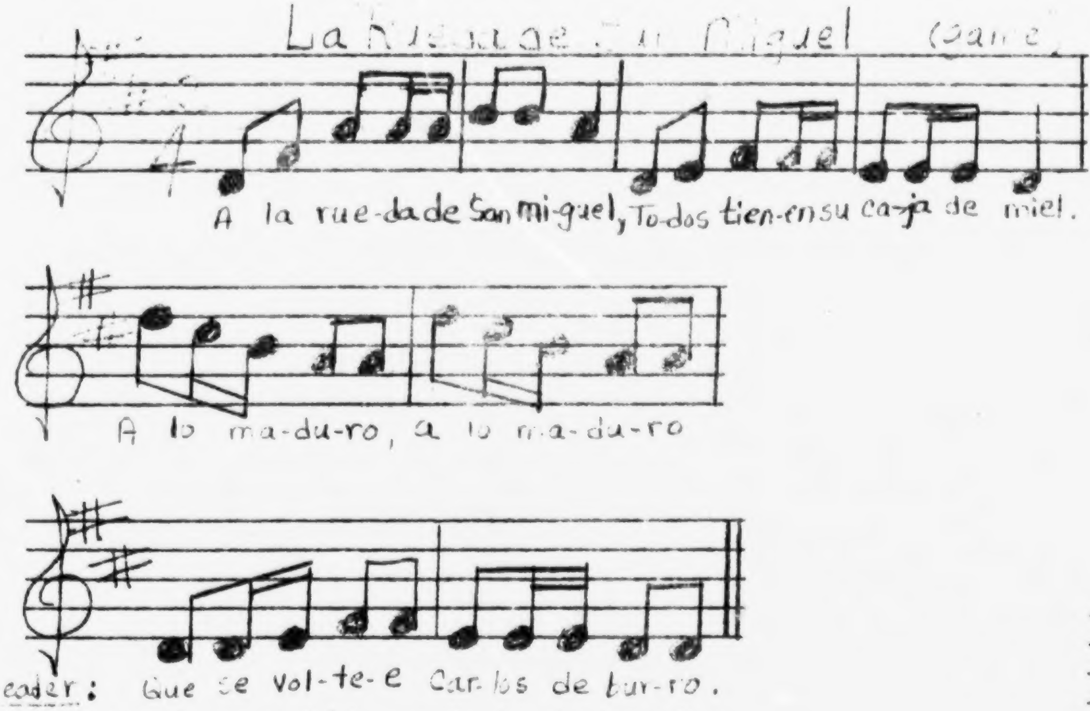

-ti-do;
-mi-do;
-dré,
te.

Brincando (Jumping)


Brin-ca la tab-li-ta yo ya la brin-qué,
Brin-ca el laz-i-to yo ya lo brin-qué,
Brin-ca-la de-vuel-ta yo ya me can-sé;
Brin-ca-lo de-vuel-ta yo ya me can-sé;
Brin-ca la tab-li-ta yo ya la brin-qué;
Brin-ca el laz-i-to yo ya lo brin-qué;
Brin-ca-la de-vuel-ta yo ya me can-sé;
Brin-ca-lo de-vuel-ta yo ya me can-sé.

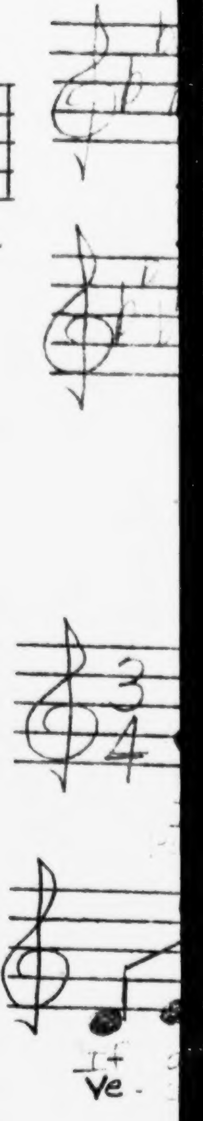
The children can suggest and sing about other things they are able to jump over.

La Rueda de San Miguel (Game)


A la rue-da de San mi-guel, To-dos tien-en su ca-ja de miel.
A lo ma-du-ro, a lo ma-du-ro

Leader: Que se vol-te-e Car-los de bur-ro.
Last line: Ya se vol-te-aron to-dos de burro.

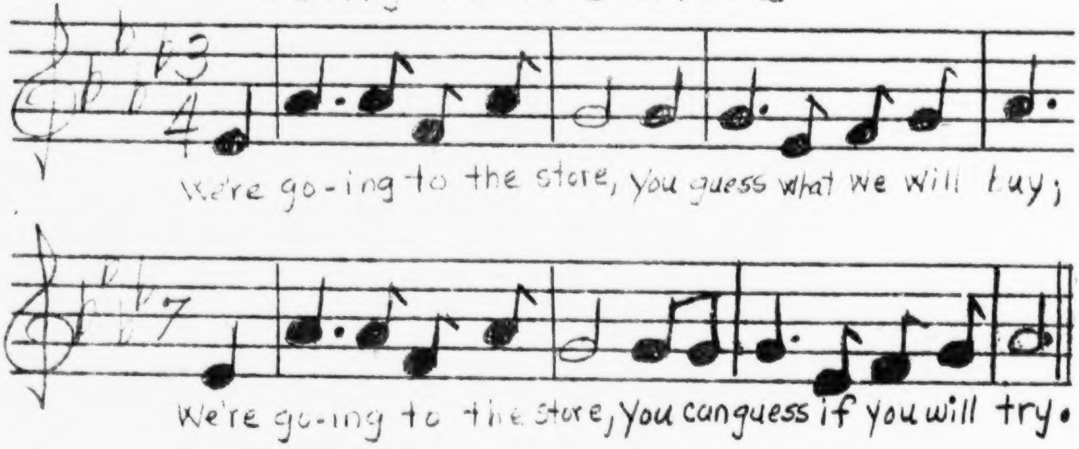
Game: The children walk in a circle around the leader who chooses one player to be the donkey. The name Carlos can be changed to any child's name. When the leader chooses a child to be the donkey that child turns around and walks around with his back to the center of the circle. The game goes on with the leader choosing a different player each time until every child is a donkey. The last one chosen makes an arch with the leader for all the others to walk through. This time they change the last line to "Ya se voltearon todos de burro".



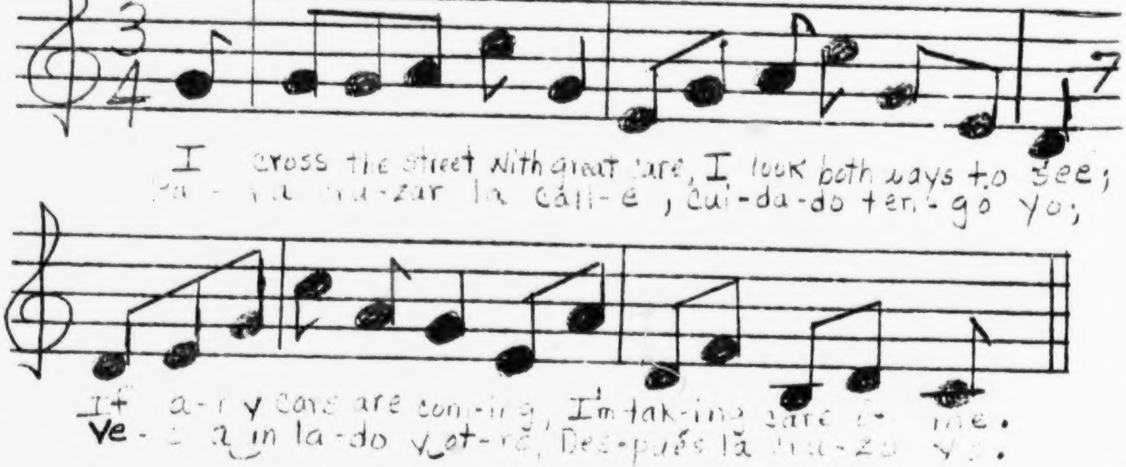
iguel (game)
tien-en su ca-ja de miel.

d the leader who
name Carlos can be
der chooses a child
nd walks around
 The game goes on
r each time until
sen makes an arch
 through. This
oltearon todos de

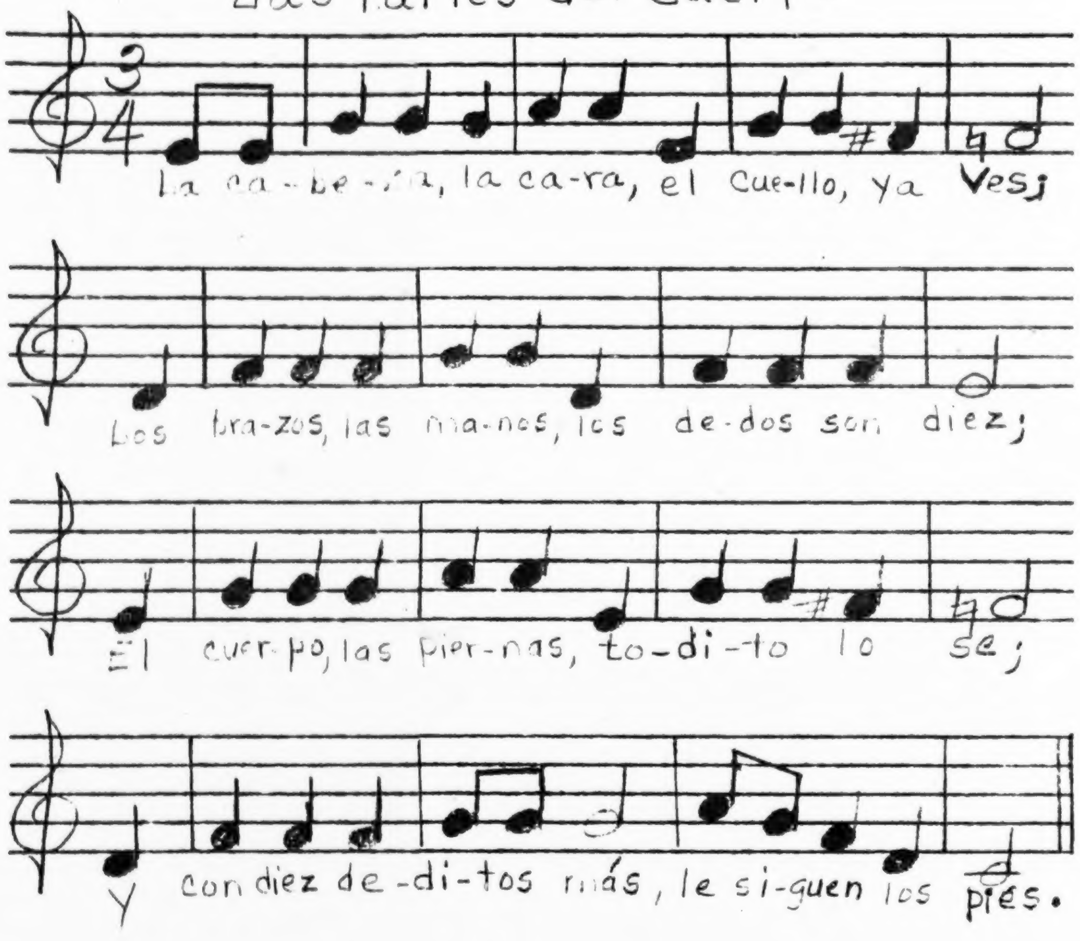
Going to the Store

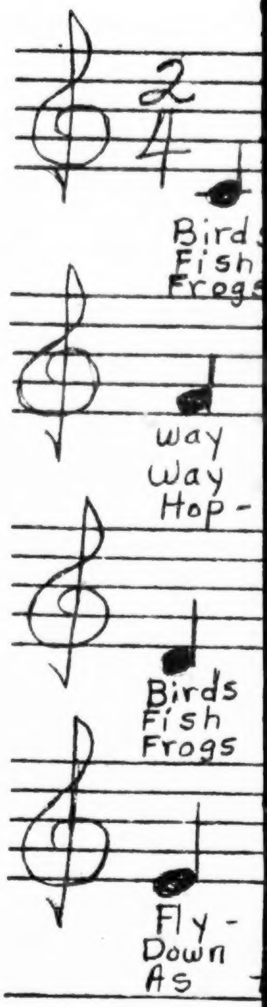

We're go-ing to the store, you guess what we will buy;
We're go-ing to the store, You can guess if you will try.

Safety

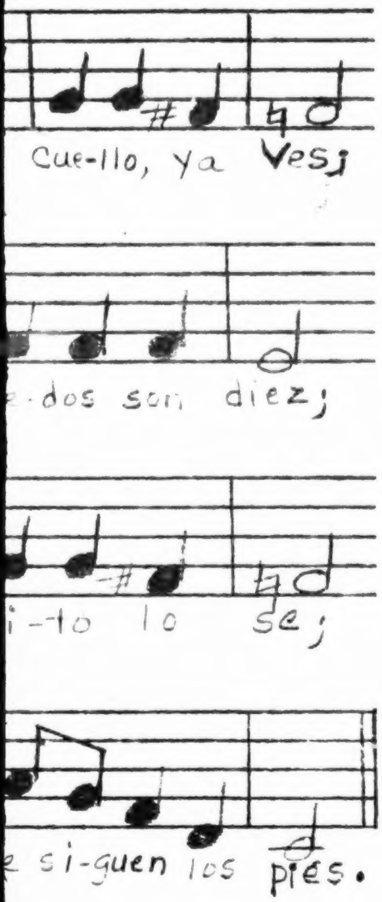

I cross the street with great care, I look both ways to see;
Pa - ra cru-zar la cal-le, Cui-da-do ten-go yo;
If a-ny cars are com-ing, I'm tak-ing care of me.
Ve-o a un la-do y ot-ro, Des-pués la cru-zo yo.

Las Partes del Cuerpo

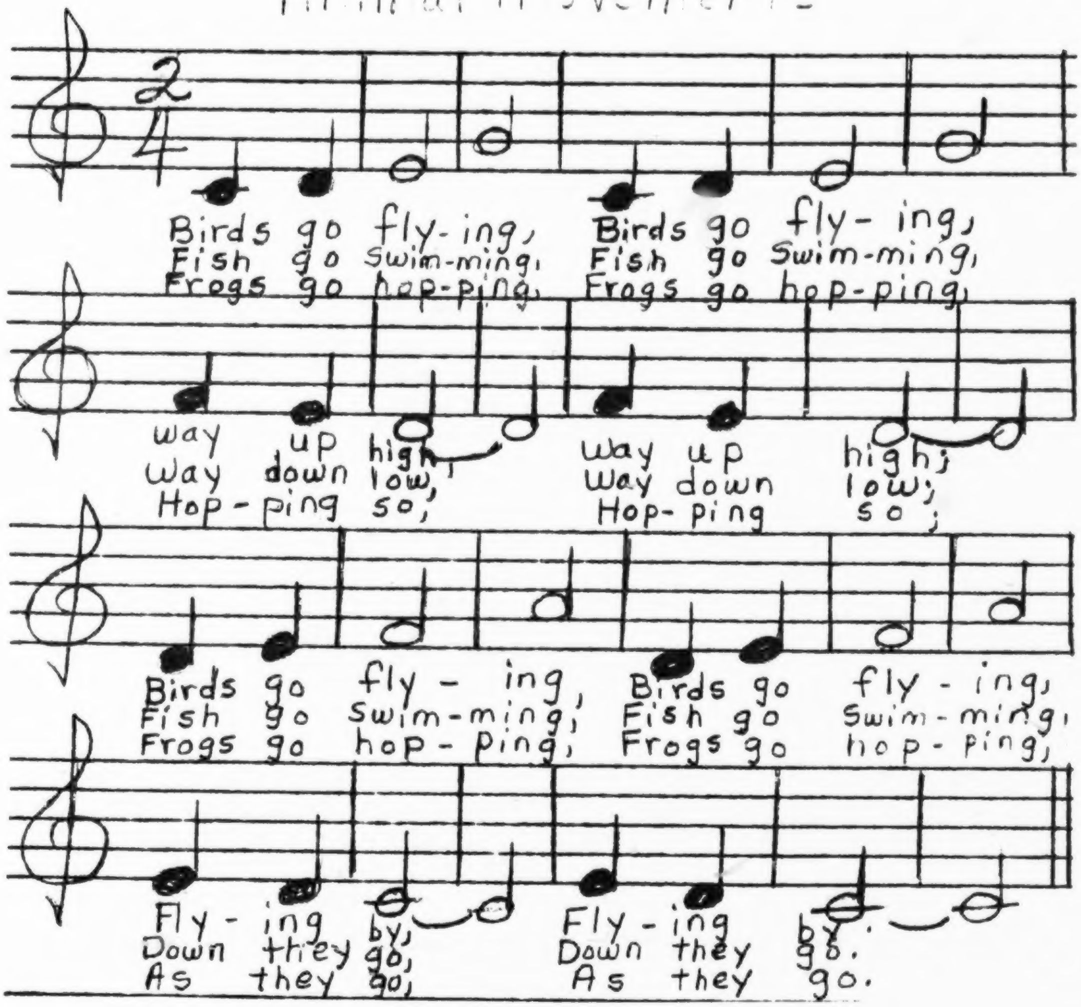

La ca-be-za, la ca-ra, el cue-llo, ya ves;
Los bra-zos, las ma-nos, los de-dos son diez;
El cuer-po, las pier-nas, to-di-to lo sé;
Y con diez de-di-tos más, le si-guen los pies.


Birds
Fish
Frogs
way
Way
Hop-
Birds
Fish
Frogs
Fly-
Down
As

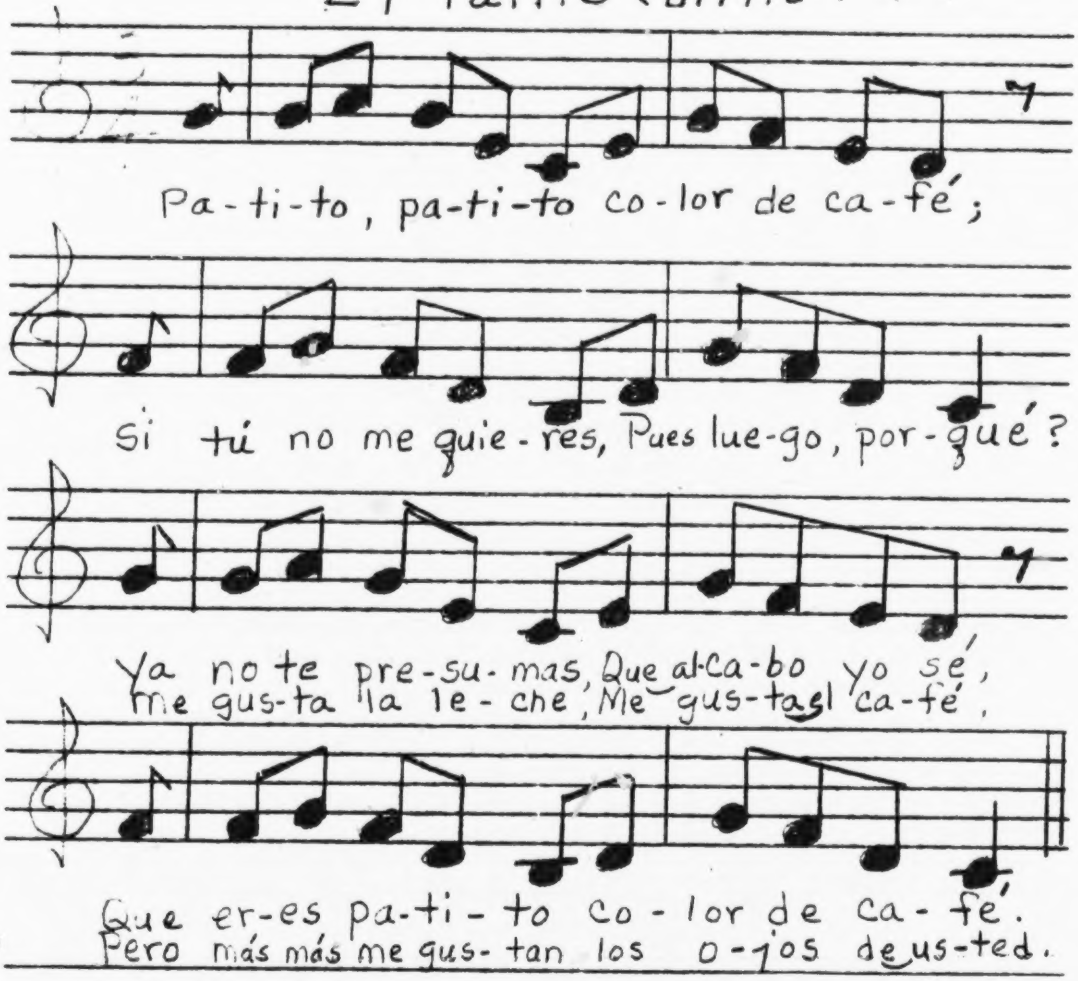
erpo

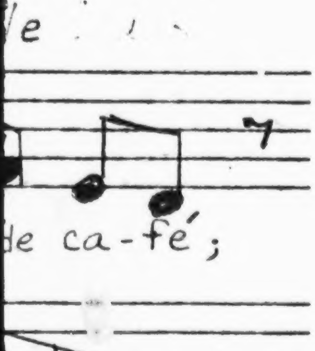

Cue-llo, ya ves;
-dos son diez;
i-to lo se;
si-guen los pies.

Animal Movements

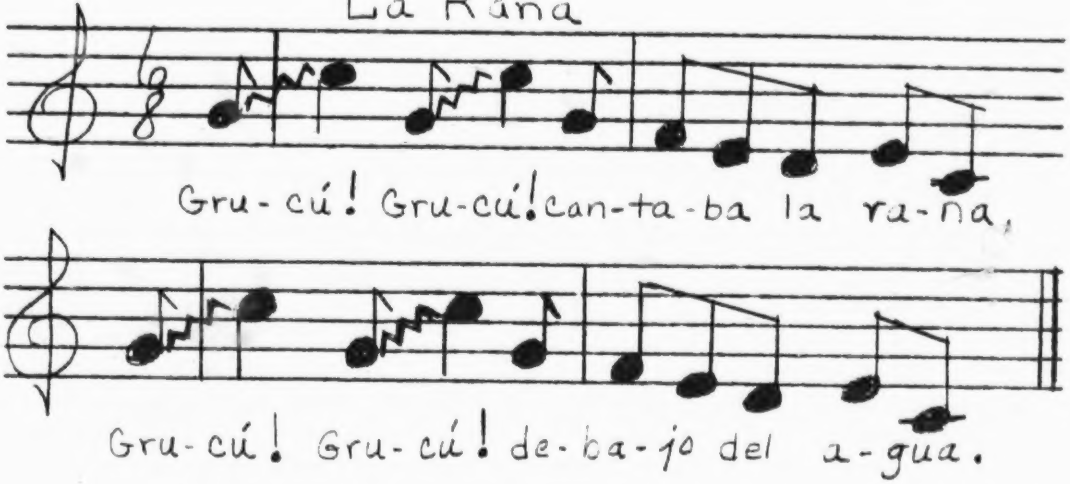

Birds go fly-ing, Birds go fly-ing,
Fish go swim-ming, Fish go swim-ming,
Frogs go hop-ping, Frogs go hop-ping,
way up high, way up high;
Way down low, Way down low;
Hop-ping so, Hop-ping so;
Birds go fly - ing, Birds go fly - ing,
Fish go swim-ming, Fish go swim-ming,
Frogs go hop - ping, Frogs go hop - ping,
Fly - ing by, Fly - ing by.
Down they go, Down they go.
As they go, As they go.

El Patito (Little

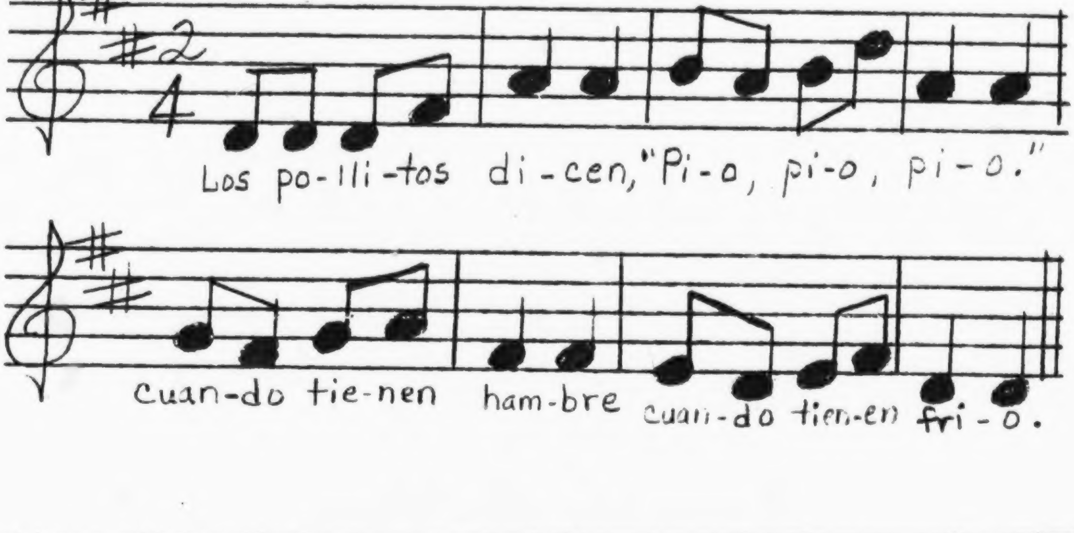

Pa-ti-to, pa-ti-to co-lor de ca-fé;
Si tú no me quie-res, Pues lue-go, por-qué?
Ya no te pre-su-mas, Que al-ca-bo yo sé,
Me gus-ta la le-che, Me gus-ta el ca-fé.
Que er-es pa-ti-to co-lor de ca-fé.
Pero más más me gus-tan los o-jos de us-ted.


le
de ca-fé;
-go, por-qué?
bo yo sé,
tasl ca-fé.
de ca-fé.
jos de us-ted.

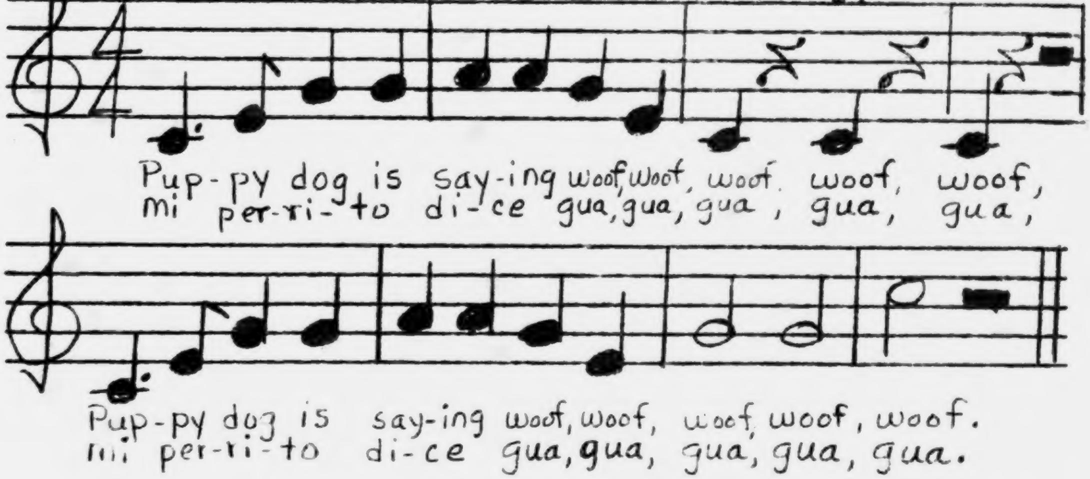
La Rana


Gru-cú! Gru-cú! can-ta-ba la ra-na,
Gru-cú! Gru-cú! de-ba-jo del a-gua.

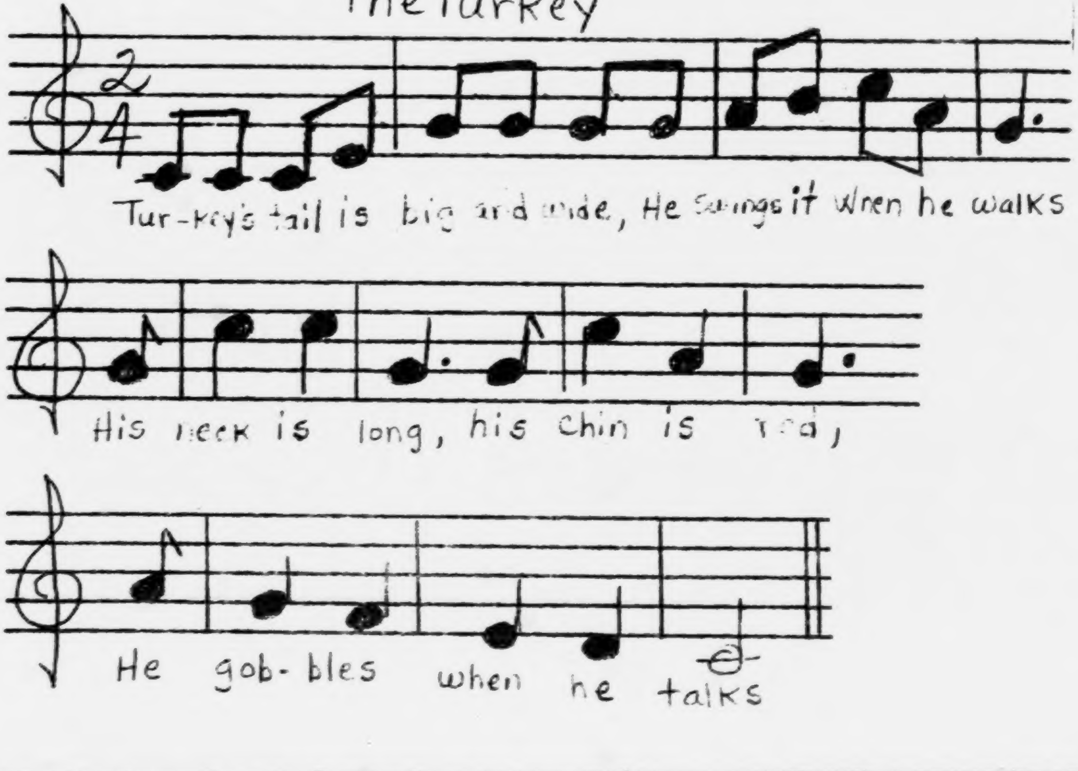
Los Pollitos

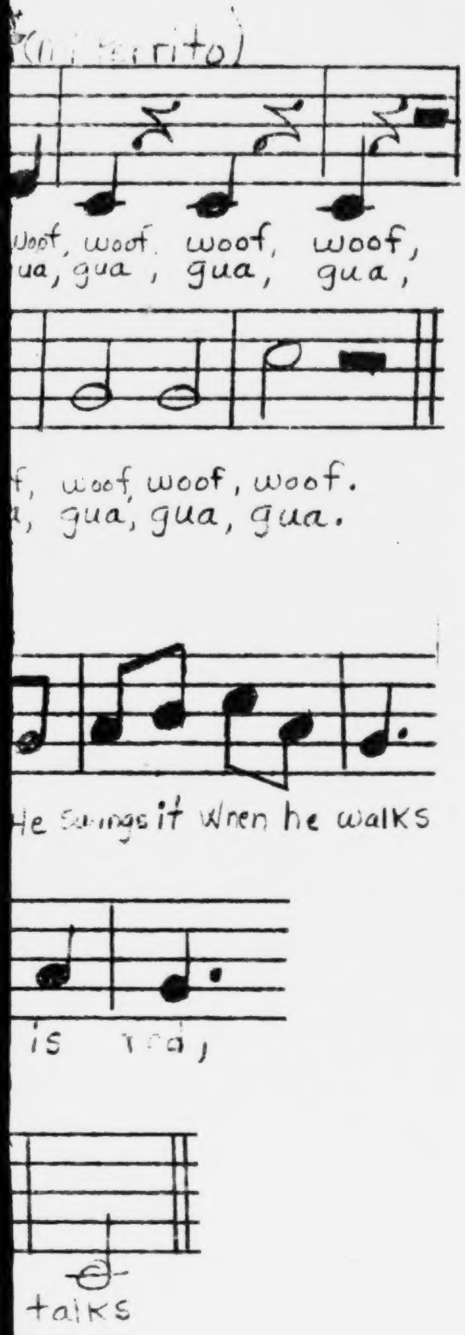

Los po-lli-tos di-cen, "Pi-o, pi-o, pi-o."
cuan-do tie-nen ham-bre cuan-do tien-en fri-o.

My Puppy (mi perrito)

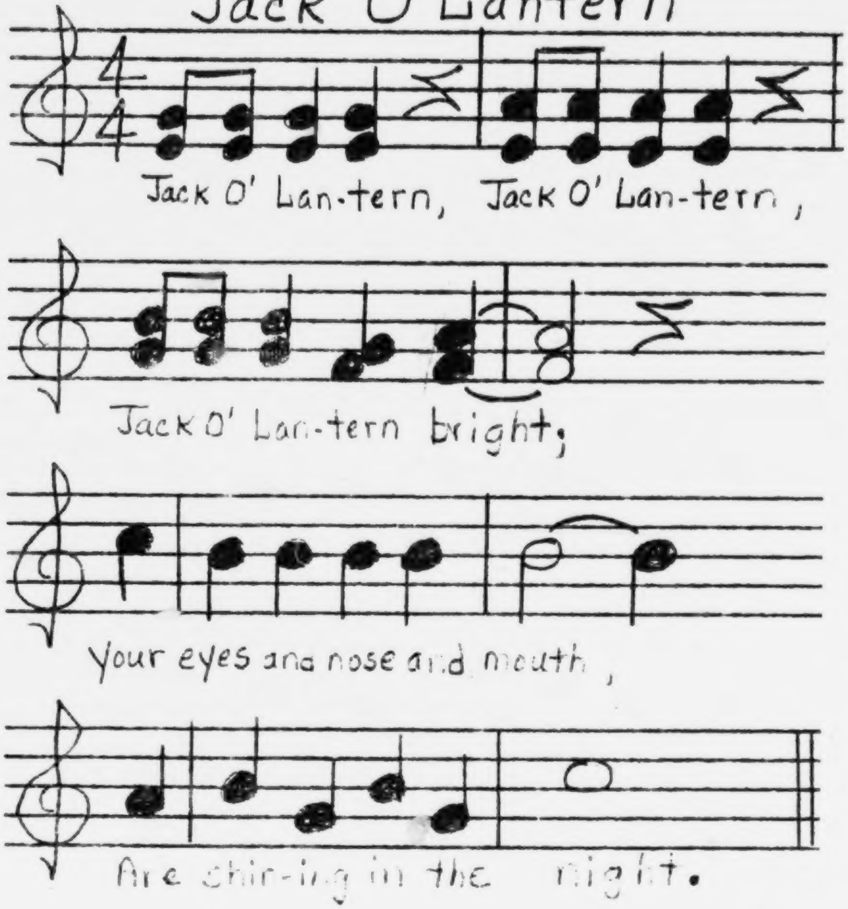

Pup-py dog is say-ing woof, woof, woof, woof, woof,
mi per-ri-to di-ce gua, gua, gua, gua, gua,
Pup-py dog is say-ing woof, woof, woof, woof, woof.
mi per-ri-to di-ce gua, gua, gua, gua, gua.

The Turkey

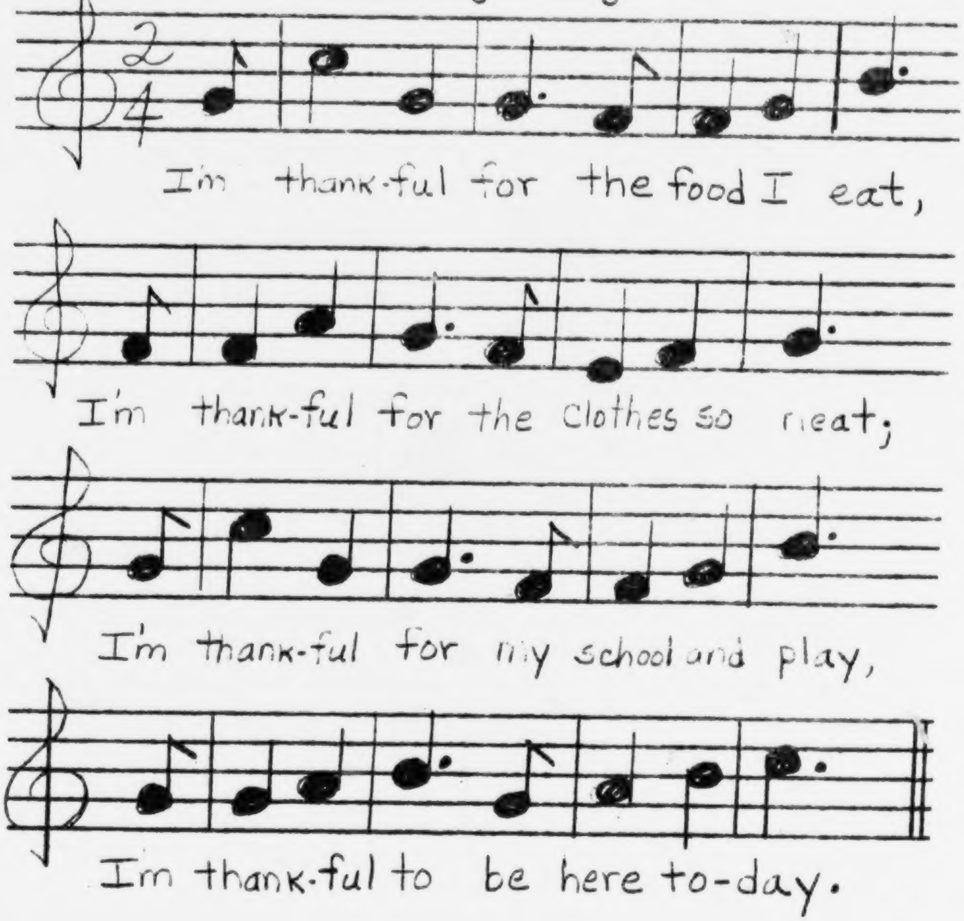

Tur-key's tail is big and wide, He swings it when he walks
His neck is long, his chin is red,
He gob-bles when he talks

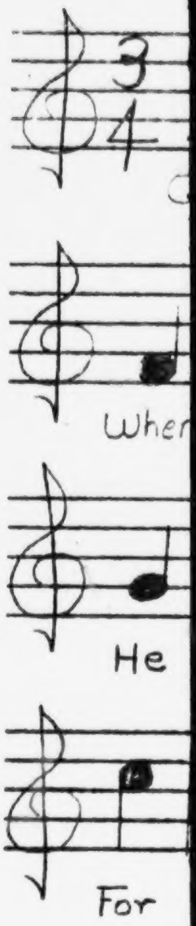

(mi perrito)
woof, woof, woof, woof,
ua, gua, gua, gua,
f, woof, woof, woof.
a, gua, gua, gua.
He swings it when he walks
is red,
talks

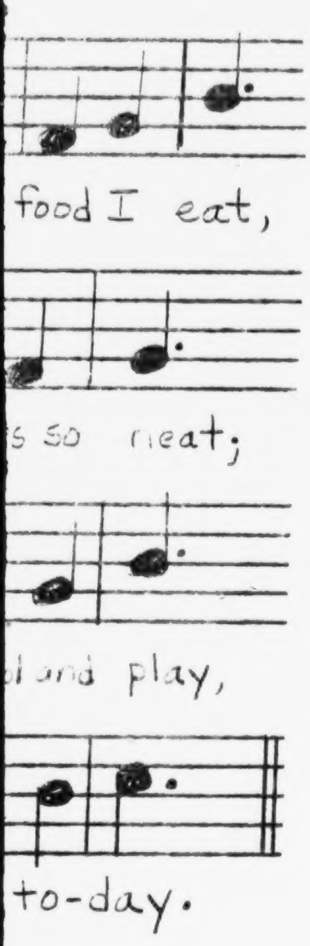
Jack O'Lantern


4
4
Jack O' Lan-tern, Jack O' Lan-tern,
Jack O' Lan-tern bright,
Your eyes and nose and mouth,
Are shin-ing in the night.

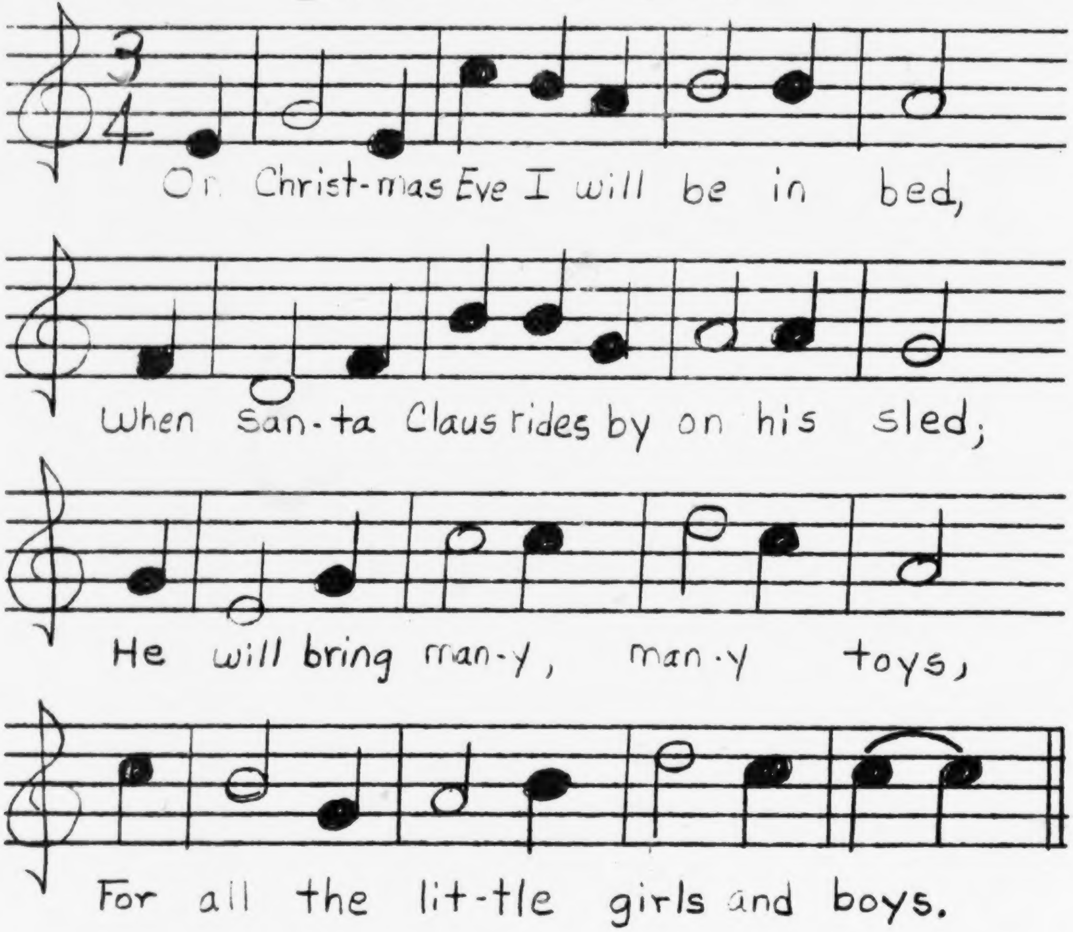
Thanksgiving


I'm thank-ful for the food I eat,
I'm thank-ful for the clothes so neat;
I'm thank-ful for my school and play,
I'm thank-ful to be here to-day.

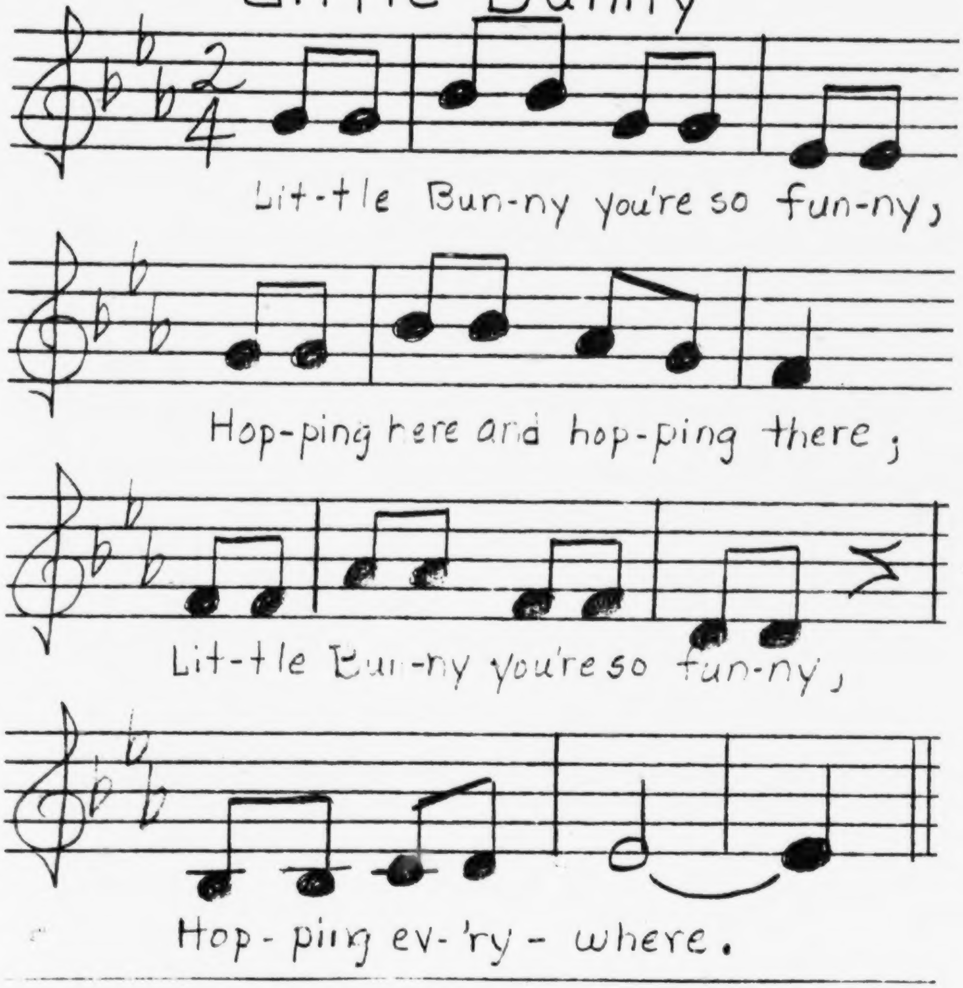


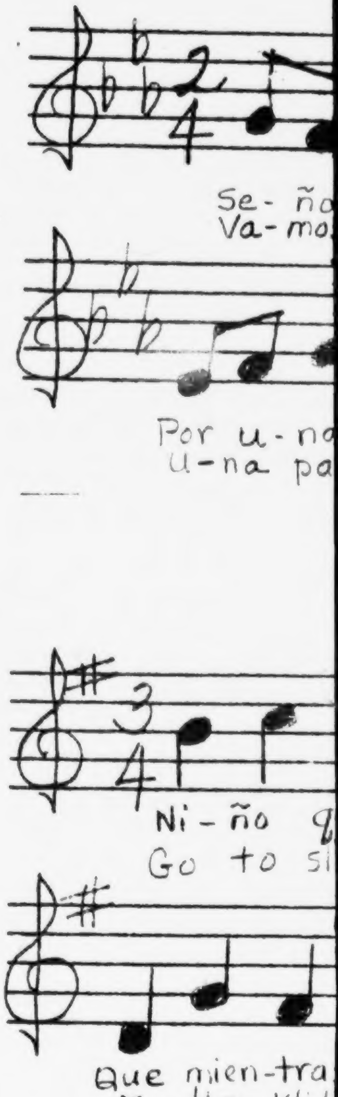

food I eat,
s so neat;
l and play,
to-day.

Christmas Eve


3
4
On Christ-mas Eve I will be in bed,
When San-ta Claus rides by on his sled;
He will bring man-y, man-y toys,
For all the lit-tle girls and boys.

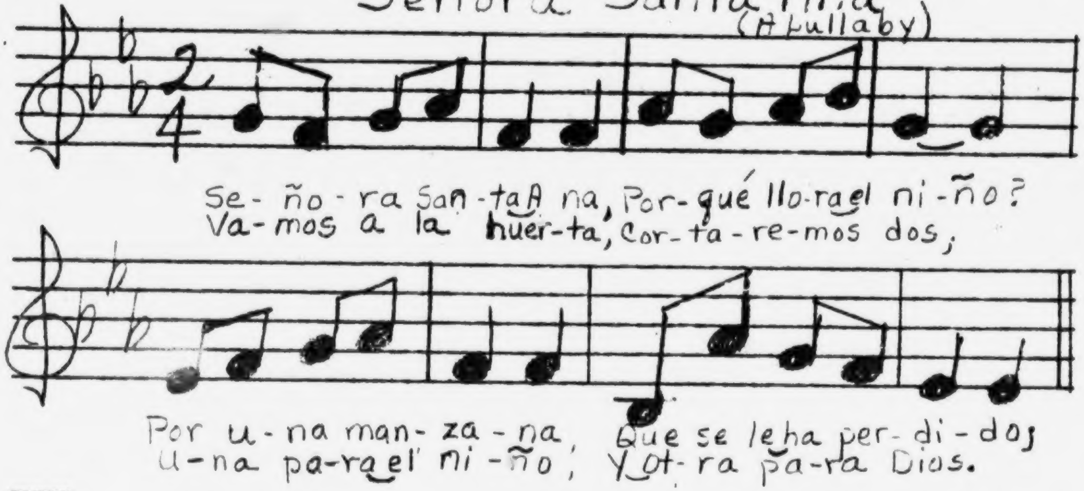
Little Bunny


Lit-tle Bun-ny you're so fun-ny,
Hop-ping here and hop-ping there;
Lit-tle Bun-ny you're so fun-ny,
Hop-ping ev-'ry - where.

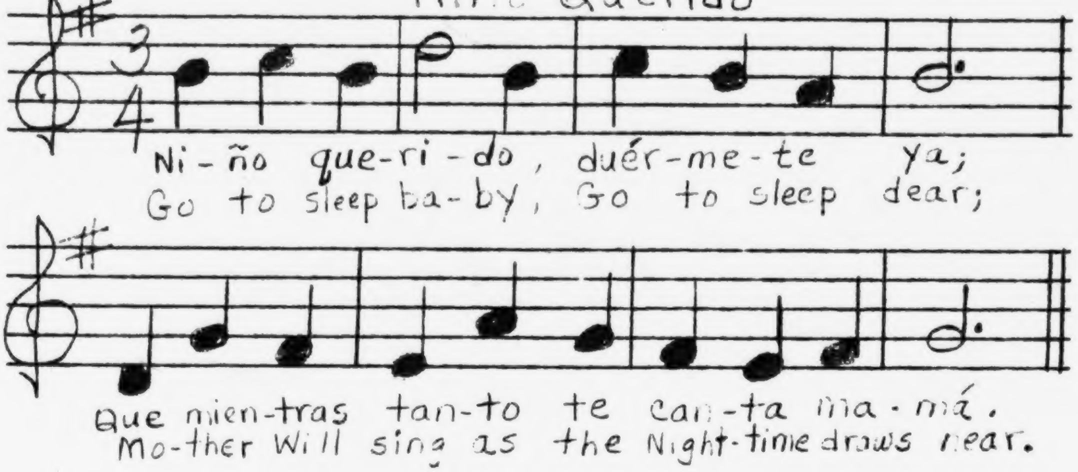

Se- ño
Va-mo
Por u-na
u-na pa
Ni-ño
Go to si
Que mien-tra
Mo-ther Wi

Señora Santa Ana

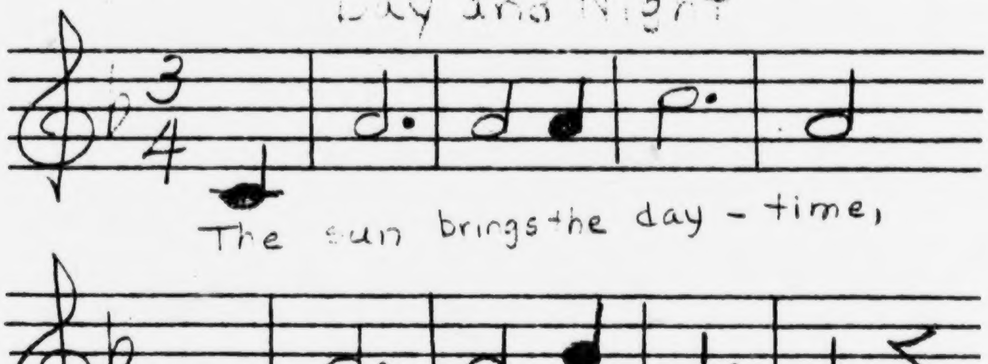
(A Lullaby)


Se-ño-ra San-ta A-na, Por-qué llo-ra el ni-ño?
Va-mos a la huer-ta, Cor-ta-re-mos dos;
Por u-na man-za-na, Que se le ha per-di-do;
U-na pa-ra el ni-ño, Y ot-ra pa-ra Dios.

Niño Querido


Ni-ño que-ri-do, duér-me-te ya;
Go to sleep ba-by, Go to sleep dear;
Que mien-tras tan-to te can-ta ma-má.
Mo-ther will sing as the night-time draws near.

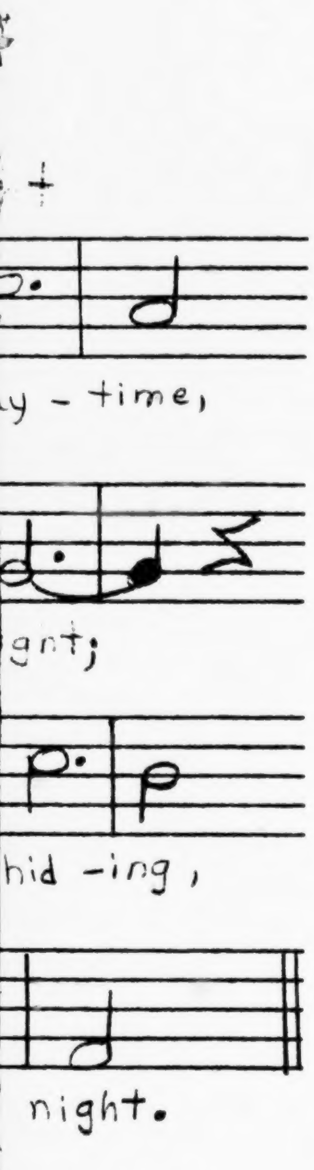
Day and Night



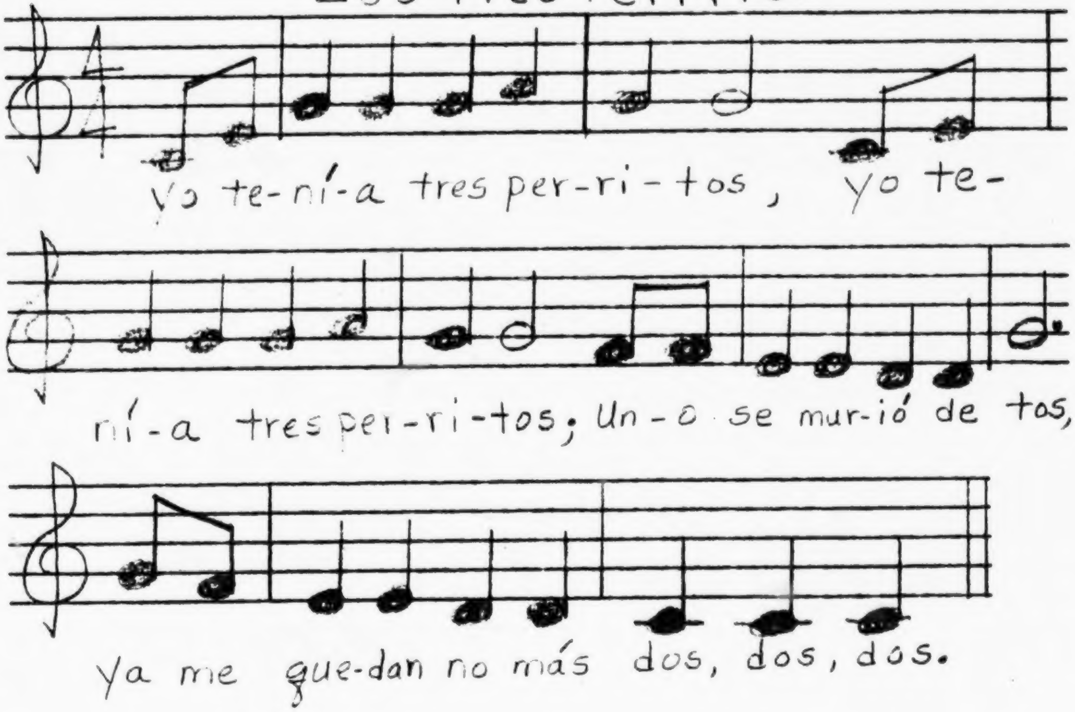
The sun brings the day - time,
The sun brings the light;
The moon and stars are hid -ing,
To look at me at night.

De lo
Uno s

De el
Algui
n


y - time,
ght;
hid -ing,
night.

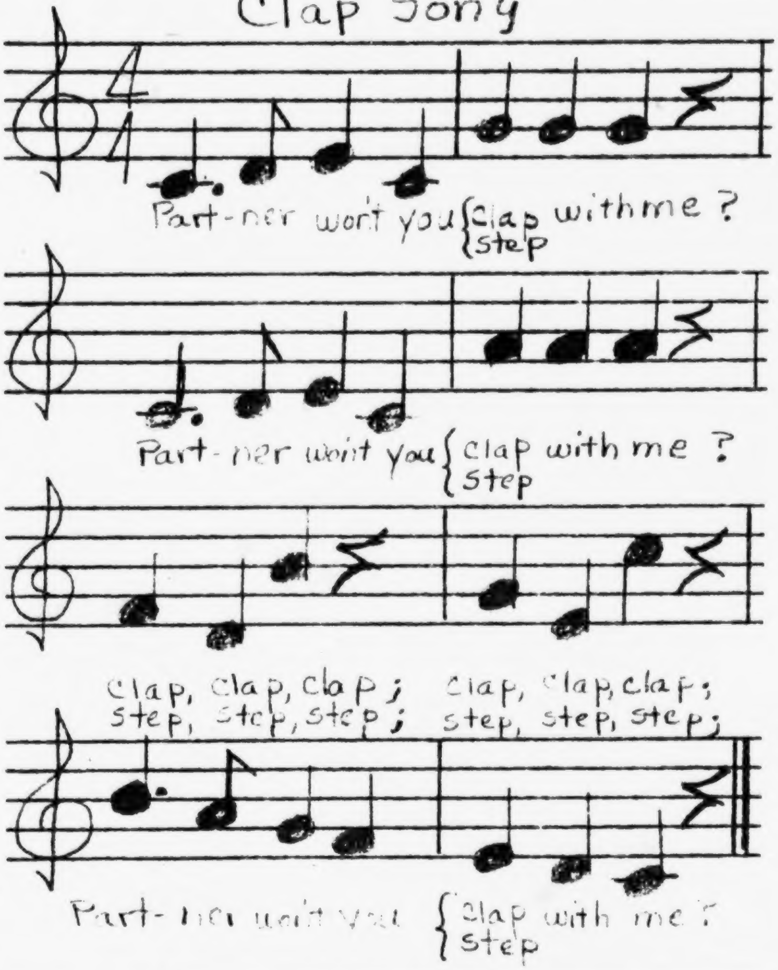
Los Tres Perritos


Yo te-ní-a tres per-ri-tos, yo te-
ní-a tres per-ri-tos; Un-o se mur-ió de tos,
Ya me que-dan no más dos, dos, dos.

De los dos que me quedaban, De los dos que me quedaban;
Uno se llevó don Bruno, Ya no más me queda uno, uno, uno.

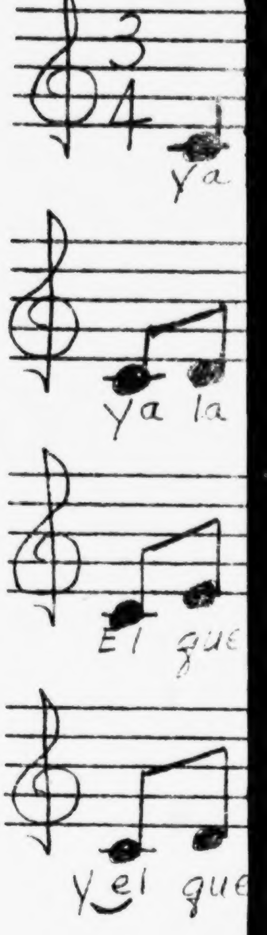
De el uno que quedaba, De el uno que quedaba;
Alguien le dió una pedrada, Y ahora ya no tengo nada, nada,
nada.

Clap Song


4
4
Part-ner won't you {clap / step} with me ?
Part-ner won't you {clap / step} with me ?
clap, clap, clap ; clap, clap, clap ;
step, step, step ; step, step, step ;
Part-ner won't you {clap / step} with me ?

3. Partner won't you clap up high?
4. Partner won't you bow with me?

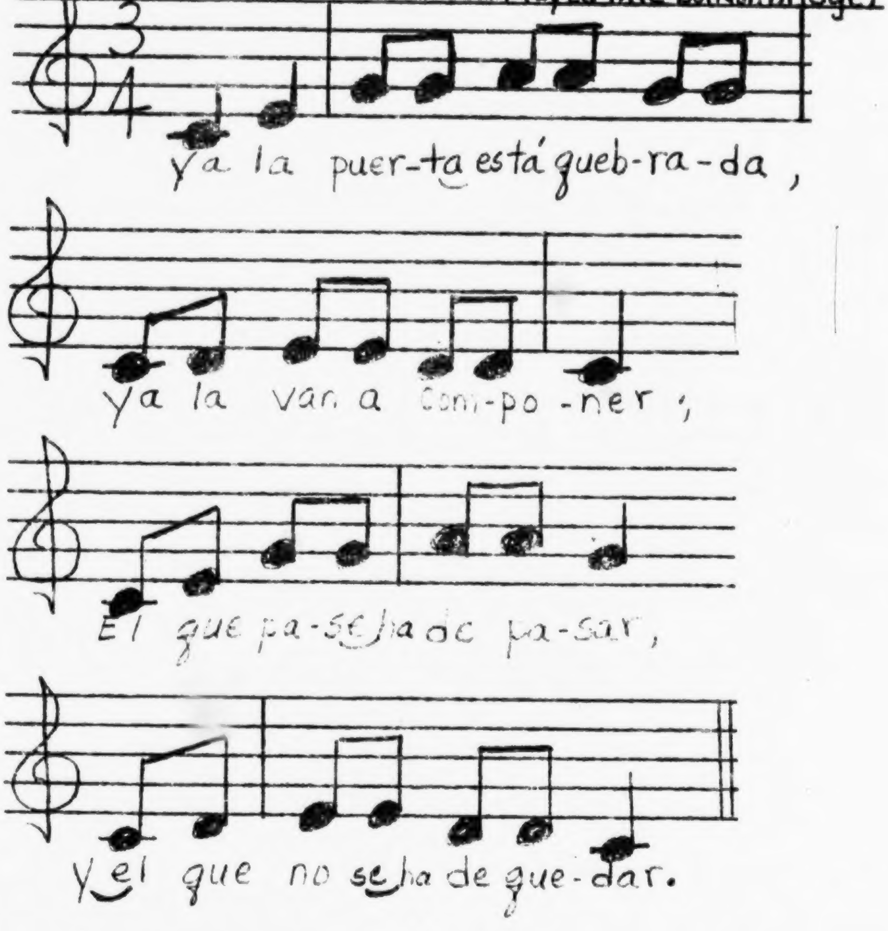
La


3
4
Ya
Ya la
El que
Y el que

me ?
me ?
clap;
step;
me ?

La Puerta Está Quebrada

(Played like London Bridge)


3
4
ya la puer-ta está queb-ra-da ,
ya la van a com-po-ner ;
El que pa-se ha de pa-sar ,
y el que no se ha de que-dar.

Pin Marin

(Like "Eeny meeny," this is used to choose a leader or to eliminate someone from a game.)

Pin Marín de don Pinhuel,
(pēēn)(mah-reen') (pēēn-ŏŏ-ehl')
Cúcara, mácara, piriri fué él.
(kōō'-kah-rah)(mah'-kah-rah)(pēē'-pee-rēē')(fōō-ehl')

School (Tune: "Farmer in the Dell")

I come to school each day;
I come to school each day;
I learn to work and sing and play,
I come to school each day.

School (Tune: "Mary Had a Little Lamb")

Little boys come to school
Come to school,
Come to school;
Little boys come to school,
Come to school today.

Repeat and sing: "Little girls come to school, etc."

Boat Song
(Tune: "Twinkle, Twinkle Little Star")

En el agua hay tres barcos
(ah'-gŏŏ-ah)(ah'ēē)
De colores muy bonitos,
(mōō'-ēē)
En el agua hay tres barcos,

Unos grandes y otros chicos.
(ōō'-noz) (chēē'-kohz)

Tic Toc, T
(tēēk-tohk')
La ratita
(rah-tēē-t
El reloj s
(reh-loh'
La ratita

Bajó muy p
(bah-ho')

Tic, Toc.

Manza
(mahn-sa
Para

Las c
(ko
Y yo
(ēē)

Put your f
Put your f
Put your f
Put your f

Put your f
Put your f
Put your f
Put your f

Put your f
Put your f
Put your f
Put your f

se a leader or to

e Dell")

tle Lamb")

school, etc."

tle Star")

Tic Toc

Tic Toc, Tic Toc, Tic Toc; (arms swing like pendulum)
(tēēk-tohk')
La ratita sube al reloj; (hands make climbing, crawling motion)
(rah-tēē-tah)
El reloj sonó (loud clap)
(reh-[illegible])
La ratita corrió
(kohr-rēē-oh')
Bajó muy pronto del reloj, (hands make descending motion)
(bah-ho) ([illegible]-ēē)
Tic, Toc. (pendulum movement)

Manzanitas

(Tune: "How Do You Do, My Partner")

Manzanitas rojas, que tengo aquí
(mahn-sahn-ēē-tahz) (keh) (ah-kēē')
Para mi maestra, y para mí.
(mah-ehz'-trah)
Las compré en la tienda, con lo que ahorré.
(kohm-preh') (tēē-ehn'-dah) (ah-ohr-eh')
Y yo se las traigo, para darle a usted.
(ēē) (trah'-ēē-goh) (ooz-tehd')

Put Your Finger in the Air

Put your finger in the air, in the air,
Put your finger in the air, in the air;
Put your finger in the air, and leave it about a year,
Put your finger in the air, in the air.

Put your finger on your head, on your head,
Put your finger on your head, on your head;
Put your finger on your head, tell if it is green or red,
Put your finger on your head, on your head.

Put your finger on your shoe, on your shoe,
Put your finger on your shoe, on your shoe;
Put your finger on your shoe, and leave it a day or two,
Put your finger on your shoe, on your shoe.

Sawing (Tune: "Row,Row Your Boat")

Saw, saw, saw the wood,
Hear the song it sings;
Everybody, everybody;
Can make pretty things.

Walk to the Store
(Tune: "Looby Lou")

I can walk to the store,
I can walk to the store,
I can walk to the store,
To buy the things I see.

(Repeat and use the verbs run, skip, hop, march, and ride.)

Plants
(Tune: "Alphabet Song")

Crecen y crecen todas las plantas,
(Kreh-sehn) (plahn-tahz)
Con el sol y cuando llueve,
(kohn (kwahn-doh) (yoo-eh-veh)
Por el día, el viento les canta,
(dee-ah) (vee-ehn-toh
Por la noche, el aire las mueve.
(noh-che) (ah-ee-reh) (moo-eh-veh)

Lets Be Little Ducks
(Tune: "I'm a Little Teapot")

See the little ducklings (point)
Swim without a care, (swim)
Heads are in the water, (point to head)
Tails are in the air. (point to seat)

Scary Cats
Scary Cats
It's a hap
Trick or T

Substitute
"Big Tre
"Flying
"A Big W
"Spooky

See him st
All around
See him st
Fat Mister

Hear the g
Gobble gobl
Hear the g
Fat Mister

Thanksgivi

Gobble, Gol
Mister Turl
Gobble, Gol
Meet me on

Halloween

(Tune: "Jingle Bells")

Scary Cats, Scary Cats,
Scary Cats, I see:
It's a happy Halloween,
Trick or Treat with me.

Substitute for Scary Cats:
"Big Tree Owls"
"Flying Bats"
"A Big Witch"
"Spooky Ghosts"

Mister Turkey

(Tune: "London Bridge")

See him strutting all around,
All around, all around;
See him strutting all around,
Fat Mister Turkey.

Hear the gobble, gobble, gobble,
Gobble gobble; gobble gobble,
Hear the gobble, gobble, gobble,
Fat Mister Turkey.

Thanksgiving Turkey (Tune: "Twinkle Little Star")

Gobble, Gobble, who is that?
Mister Turkey big and fat?
Gobble, Gobble, what will he say?
Meet me on Thanksgiving Day.

Greetings (Finger Play)

(Make red construction paper bracelets for the children's right hand)

Hold your right hand
Way up high;
Now shake hands
With a friend close by.

Counting

Dramatization: Display blocks of three sizes)

Here's a block, and here's a block,
And a great big block I see;
Shall we count them?
Are you ready?
One-two-three.

Las Ruedas (Finger Play)
(The Circles)

(The child holds arms overhead and makes a big circle. The circles become smaller as the finger play develops. The final circle can be made with the thumb and index finger)

Esta rueda es grande,
(ehz'-tah)(rōō-eh'-dah)
Esta rueda es chica,
(rōō-eh'-dah) (chēē'-kah)
Ésta es más chica,
(mahz)
Y ésta chiquitita.
(chēē-kēē-tēē'-tah)

er Play)

elets for the children's

three sizes)

block,

er Play)
es)

d makes a big circle. The
ger play develops. The
thumb and index finger)

Los Bloques (Counting Game)
(The Blocks)

Los bloques,
(bloh' kehz)
Los bloques,
(bloh'-kehz)
Yo cuento a la vez:
(koo-ehn'-toh)
Uno-dos-tres,
(oo'-noh) (doz) (trehz)
Uno-dos-tres.

El Globo Rojo

Yo tengo un globo rojo, (index fingers and thumbs form circles)
(gloh'-boh)
Yo lo soplo más y más, (pretend to blow, make circle bigger)
(sohp'-loh) (ēē)(mahz)
Yo lo puedo mover,
(poo-eh'-doh) (moh-vehr')
Del frente para atrás. (child moves circle from the front to
(ah-trahz) the back of head)

The Apple Tree

Away up high in an apple tree, (outline tree with both arms)
Two little apples smiled at me, (2 fingers - smile)
I shook that tree as hard as I could, (with both hands shake tree)
Down came the apples (touch floor with both hands)
Um-m-m were they good! (take imaginary bit, chew, rub stomach)

Tortillitas
(Pat-A-Cake)

Tortillitas de maiz, para mamá que está feliz;
(tohr-tēē-yēē'-tahz)(mah-ēēz') (feh-lēēz')
Tortillitas de salvado, para papá que está enojado.
(sahl-vah'-doh) (ehn-oh-hah'-doh)

Los Maderos

This action poem is played while the child holds a doll on his lap. The child swings the doll backward and forward.

Los maderos de San Juan,
(mah-deh'-rohz)
Piden pan y no les dan,
(pēē'-dehn)
Piden queso y les dan
(keh'-so)
con un hueso;
(oo-eh-'so)
Rico, rico, rico-ran;
(rēē'-koh) (rahn)
Rico, rico, rico-ran.

Los Dedos

El dedo gordo dice, "Yo quiero bailar;" (wiggle thumbs, other
(gohr'-doh)(dēē'-seh)(kēē-eh'-roh) fingers down.)

El dedo gordo dice, "Yo quiero cantar."
(dēē'-seh) (kahn-tahr')

El puntero dice, "Yo quiero bailar;" (wiggle index finger,
(pōōn-teh'-roh) (bah-ēē-lahr) other fingers down.)

El puntero dice, "Yo quiero cantar."

"El dedo largo dice"....(2nd finger)
(lahr'-goh)
"El dedo del anillo"....(3rd finger)
(ah-nēē'-yo)
"#1 dedo chiquito"......(4th finger)
(chēē-kēē'-toh)

(The child

Pennie
They b
Pennie
One-tw

Ten li
Two li
Two li
One li

Qué ti
(keh)(t
Yo te
(k
Dos oj
(oh
Y dos
(

Mis brazos
(mēēz)(brah'-s
Mis piernas
(pēē-ehr
Cada uno ti
(kah'-dah) (t
Cinco y cir
(sēēn-koh')

Cinco y cir

Counting Pennies (Finger Play)

(The child manipulates play money while doing this finger play)

Pennies, pennies in my hand,
They belong to me;
Pennies, pennies in my hand,
One-two-three.

Parts of the Face (Finger Play)

Ten little fingers, ten little toes,
Two little ears, one little nose;
Two little eyes, one little chin,
One little mouth to put my dinner in.

My Face (Finger Play)

Qué tiene mi carita?
(keh)(tēē-eh'-neh)(kahr-ēē'-tah)
Yo te quiero decir;
(kēē-ehr-'oh)(deh-sēēr')
Dos ojitos, nariz, y boca
(oh-hēē-tohz)(nahr-ēēz')
Y dos orejas para oír.
(ohr-eh'-haz) (oh-ēēr')

Fingers and Toes (Finger Play)

Mis brazos tienen manos, (point to arms and hands)
(mēēz)(brah'-sohz)
Mis piernas tienen pies, (point to legs and feet)
(pēē-ehr'-nahz) (pēē-ehz')
Cada uno tiene cinco dedos; (wiggle fingers and toes)
(kah'-dah) (tēē-eh'-neh)
Cinco y cinco diez. (bring extended fingers on both hands
(sēēn-koh') (dēē-ehz') together)

Cinco y cinco diez? (bring both feet together)

---

hild holds a doll on
ckward and forward.

" (wiggle thumbs, other
fingers down.)
"
ahr')
wiggle index finger,
other fingers down.)

...(2nd finger)

...(3rd finger)
yo)
...(4th finger)
h)

Birthday Cake (Finger Play)

Here is the birthday cake!
How many candles does it take?
One-two-three-four-five.

Now the candles we will blow,
Wh! Wh! Wh!
Out they go!

The Animals

Teacher: Piggy Piggy in your pen,
are you eating corn again?

Children: Oink! Oink! Oink!

Teacher: Horsey Horsey in your pen,
are you eating hay again?

Children: Neigh! Neigh! Neigh!

Teacher: Moo Cow, Moo Cow in your pen,
are you eating grass again?

Children: Moo! Moo! Moo!

My Rabbit

My rabbit has two big ears (point to ears)
and a funny nose; (point to nose and wiggle it)
He likes to nibble carrots, (nibble)
He hops everywhere he goes. (hop)

(Finger Play)

!
take?

low,

imals

pen,
again?

r pen,
gain?

gh!

your pen,
again?

bbit

int to ears)
se and wiggle it)
ibble)
op)

Can You Be A Tree?

Up on your toes,
Bend your knees,
Up on your toes,
And move like the trees.

Las Hojitas (The Leaves)

Ésta es una hojita amarilla, (hold out open hand)
(oh-hēē-tah) (ah-mah-rēē-yah)
Ésta es una hojita café; (hold out other hand)
(kah-feh)
Éstas dos hojitas (hold out both hands)
(ehz-tahz) (oh-hēē-tahz)
Me las encontré.
(ehn-cohn-treh)

Flowers

Many colored flowers,
Many colored flowers,
For me to see.
Peep through the leaves,
Peep through the leaves,
For you and me.

Air (Finger Play)

Air moves the trees, (children sway and
hold hands above head)
Air moves the trees,
Air moves the trees,
And down come the leaves. (move fingers
downward in trickling motion)

El Pescadito (Finger Play)

Éste era un pescadito, (Touch baby finger)
(ehz'teh (pehz-kah-dēē'toh)
Éste lo pescó, (Touch third finger)
(pehz koh')
Éste lo limpió, (Touch second finger)
(leem-pēē-oh')
Y éste se lo cocinó, (Touch first finger)
(koh-sēē-noh)
Y éste se lo comió. (Wiggle thumb)
(koh-mēē-oh')

The Airplane (Finger Play)

The airplane has big wings, (stretch out arms)
The propeller goes around; (arms swing around)
It goes up, up, up; (hands show upward movement)
It goes down, down, down. (hands show downward motion)

El Aeroplano (Finger Play)

El aeroplano sube, sube, sube; (upward motion)
(ah eh roh plah' noh) (sōō beh)
El aeroplano baja, baja, baja; (downward motion)
(bah-ha)
Sube y baja, sube y baja. (up and down - up and down)

Sound

I hear a loud clap, (child claps loudly)
I hear a loud clap, (child claps)
Now I put my little hands
On my lap.

Repeat and substitute: "soft clap"

Scarecrow, Sc
Scarecrow, Sc
Scarecrow, Sc
Scarecrow, Sc
Scarecrow, Sc
Scarecrow, Sc
Scarecrow, Sc
Scarecrow, Sc

I'm a pumpkin
See me sitting

(Dramatization

I'm a Jack O'I
With a great b
I'm a Jack O'I
With a candle

(

Three little b
The first one
The second one
The third one

Scarecrow (Dramatization)

Scarecrow, Scarecrow, turn around;
Scarecrow, Scarecrow, jump up and down;
Scarecrow, Scarecrow, arms up high;
Scarecrow, Scarecrow, wink your eye;
Scarecrow, Scarecrow, bend your knee;
Scarecrow, Scarecrow, play in the breeze;
Scarecrow, Scarecrow, climb into bed;
Scarecrow, Scarecrow, rest your head.

The Pumpkin (Dramatization)

I'm a pumpkin big and round, (hands above head)
See me sitting on the ground. (Children sit on floor)

Jack O'Lantern

(Dramatization)

I'm a Jack O'Lantern(circle head with hands)
With a great big grin; (grin)
I'm a Jack O'Lantern
With a candle in (hold index finger under chin)

Christmas Bells
(Dramatization: Use colored bells)

Three little bells, sitting in a row;
The first one said, "Ring me slow";
The second one said, "Ring me fast";
The third one said, "Ring me last."

Rocket

I'm a little rocket, (child crouches on heels)
Pointing to the moon;
3 - 2 - 1 (said slowly)
Blast off! Zoom! (jumps up in the air)

Juan Juanito

Juan Juanito muy prontito,
(mōō-ēē)(prohn-tēē-toh)
Para al frente la vela brincó; (jumps over candle)
(frehn-teh) (breen-koh)
Juan Juanito muy prontito,
(prohn-tēē-toh)
Brinco para atrás y después se durmió. (jumps candle back-
(ah-trahz) (dehz-pōō-ehz) ward and goes to
(dōōr-mēē-oh) sleep)

La Nina Maria

La niña María sentada en su silla, (child sits)
(nēē-ñah) (sehn-tah-dah) (sēē-yah)
Su tazita de raspa comió; (eating motion)
(tahz-ēē-tah) (kohm-ēē-oh)
De su telaraña, bajó una araña, (crawling, desending motion)
(tehl-ahr-ah-ñah) (ahr-ah-ñah)
Azustada, María corrió! (surprised, frightened expression)
(ahz-ōōz-tah-dah) (kohr-rēē-oh)

Pon Pirulin

Sentadito en el rincón, (child sits)
(sehn-tah-dēē-tah) (rēēn-kohn)
Pon Pirulín comía un pastel; (eating motion)
(pēēr-ōō-leen)(kohm-ēē-ah)
Un dedo metió y un durazno sacó, (put thumb down and back up)
(meh-tēē-oh)(dōōr-ahz-noh)
Tan dulce como la miel. (lick lips and rub stomach)
(dōōl-seh) (mēē-ehl)

I love you, I love you,
That's what valentines

I love you, I love you,
On Valentine's day.

Anda despacio el pobre
(ahn-dah) (dehz-pah-sēē
Con su carga de algodón
(kahr-gah) (ahl-goh
Tres moralitos que pesa
(moh-rah-lēē-tohz)
Uno para tí, otro para
(tēē)

Pe

Pedro, Pedro, el sembra
(sehm-
Siembra calabazas en su
(sēē-ehm-brah)(kahl-ah-ba
Una calabaza muy grande
(kahl-ah-bah-sah) (k

Y a su mujer platicador
(ēē) (mōō-hehr)(plah-tē

Valentine's Day

I love you, I love you, (point to other people)
That's what valentines say; (make heart with thumbs and index fingers)
I love you, I love you, (point to other people)
On Valentine's day.

El Burrito

Anda despacio el pobre burrito, (walk slowly)
(ahn'-dah dehz-pah'-sēē-oh)
Con su carga de algodón; (hands point to pack on back)
(kahr'-ah)(ahl-goh-dohn')
Tres moralitos que pesan mucho, (holds three fingers up)
(moh-rah-lēē'-tohz)(peh'-sahn)
Uno para tí, otro para mí, y el otro para el patrón. (each finger represents an owner)
(tēē) (mēē) (pah-trohn')

Pedro, El Sembrador

Pedro, Pedro, el sembrador, (child pretends he plants something)
(sehm-brah-dohr')
Siembra calabazas en su labor;
(sēē-ehm'-brah)(kah-ah-bah'-sahz)(lah-bohr')
Una calabaza muy grande creció, (hands open wide to represent a big pumpkin)
(kah-ah-bah'-sah) (kreh-sēē-oh')

Y a su mujer platicadora, Pedrito metió. (puts wife in the pumpkin)
(ēē) (mōō-hehr')(plah-tēē-kah-dohr'-ah)
(meh-tēē-oh')

---

els)

dle)

candle back-
nd goes to

nding motion)

expression)

and back up)

nach)

Counting Animals
(Tune: "Ten Little Indians")

One pig in the pen,
Two pigs in the pen,
Three pigs in the pen,
Sing the song again.

One horse in the pen,
Two horses in the pen,
Three horses in the pen,
Sing the song again.

One cow in the pen,
Two cows in the pen,
Three cows in the pen,
Now they are all in.

Repeat: One pig out of the pen, etc.)

Game: I Went to the Grocery Store

Two or three children play this game with a leader. The leader can be a parent, the teacher, or an aide. The leader and children sit in a circle.

Leader: I went to the store to buy _____.
(milk or any other food)
1st child: I went to the store to buy _____
and _____. (add the name of another food.)
2nd child: I went to the store to buy _____,
_____, and _____.

The game continues until everyone has had an opportunity to name the foods in order and add the name of another food. When someone misses and cannot name the foods in order, the game starts again with that child starting the first sentence. This gives children with limited recall an opportunity to name less foods and everyone can become the leader.

Children si
leader touc
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La gal
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Puso c
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Puso o

The child wh
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the leader a

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.)

with a leader. The
or an aide. The leader

buy _____.

to buy _____
another food.)
to buy _____,

had an opportunity to
name of another food.
the foods in order, the
rting the first
limited recall an oppor-
e can become the leader.

Counting Game

Children sit in a circle with fists touching the floor. The leader touches each little hand in the circle and says the following words:

La gallina pupujada
(gah-yēē'-nah)(pŏŏ-pŏŏ-ha'-dah)
Puso un huevo en el arado;
(pŏŏz'-oh)(ŏŏ-eh'-voh)(ahr-ah'-doh)
Puso uno, puso dos, puso tres, puso cuatro,
(pŏŏz-'oh)
Puso cinco, puso seis, puso siete,
(sēēn'-koh)(seh'-ēēz)(sēē-eh'-teh)
Puso ocho; TAPA COCHO!
(tah'-pah)(koh'-cho)

The child whose hand was touched last, places that folded hand under his armpit. The children move in a rocking motion and all chant together:

Dormir, dormir; zapato, huarache, botín.

The hand game (La gallina pupujada, etc.) and "dormir" chant continue until all little hands are under the armpits. The children test the warmth of their hands by putting them against their cheeks. The leader decides which child's hands are the warmest. That child with the warmest hands becomes the leader and the game is repeated.

Games for Perceptual Development Unit

1. Bean Bag Play

Use bean bags of different sizes, weights, colors, and textures.

Have child toss bean bag into basket placed in front of him at 3-4 feet.

Have child vary distance by moving back and then closer to the basket.

Have child vary position by standing on a book, the walking board, balance board, etc.

Have child hold one of the other bean bags in the non-dominant hand and see how child's proficiency varies.

Use chalk targets on floor of different geometric designs.

2. Giant Step Game

Teacher calls out commands:

"2 giant steps forward."
"3 giant steps backward."
"1 giant step sideways."

3. Jumping Game

This is a series of quarter turn jumps involving directional reorientation of bodies.

Teacher calls out directional com
requiring quarter jumps until bac
in place.

Repeat with half jumps and full t
jumps.

4. Simon Says

5. Did You Ever See a Lassie

6. Teddy Bear

7. Hokey-Pokey

(Right and left concepts are not
emphasized)
Put your little hand in,
Take your little hand out,
Put your little hand in,
And you shake it all about,
You do the Hokey Pokey
And you turn yourself around,
That's what it's all about.

(Repeat for feet, head, and whole self)

8. May I

9. Bumps-A-Daisy

Children line up side by side wit
bodies touching; teacher calls
children's names, starting with
child; as each name is called, ch
shifts weight by pushing out hip
holds: vary by changing tempo;
repeat in opposite direction.

Teacher calls out directional commands requiring quarter jumps until back in place.

Repeat with half jumps and full turn jumps.

4. Simon Says

5. Did You Ever See a Lassie

6. Teddy Bear

7. Hokey-Pokey

(Right and left concepts are not emphasized)
Put your little hand in,
Take your little hand out,
Put your little hand in,
And you shake it all about,
You do the Hokey Pokey
And you turn yourself around,
That's what it's all about.

(Repeat for feet, head, and whole self)

8. May I

9. Bumps-A-Daisy

Children line up side by side with bodies touching; teacher calls children's names, starting with end child; as each name is called, child shifts weight by pushing out hip and holds: vary by changing tempo; repeat in opposite direction.

10. Caterpillar Game

Teacher tells children caterpillar is crawling over her hand, wrist, arm, elbow, shoulder, wriggling each part independently as named. Repeat with toes, foot, ankle, leg, knee, on same side of body. Repeat with other side of body. Next, ask one child to be the leader while the others imitate.

11. Statue

The teacher plays music--children move around. When music stops, they freeze in position.

12. Mirror Game

Teacher should demonstrate first with another child. Children face partner, looking into eyes at all times. One is the leader and slowly initiates movements with different parts of body which other child imitates simultaneously.

Encourage children to use

- up and down movements
- lateral movements
- balancing on one foot
- asymmetrical positions
- turning around
- move together as one person

SUPPLEMENTARY MATERIALS

Filmstrips:

Skimpy and a Good Breakfast	F-1317
Keeping Neat and Clean	F-1063
Keeping Ourselves Healthy	F-1096
Strong Teeth	F-248
Safety at Home	F-1095
Safety at School	F-1093
Safety on the Playground	F-1094
Safety in the Summer	F-1099
Safety to and from School	F-1092
Roy's Toys	F-1630
Toy Day in School	F-1740
New Classmate	F-1923
Good Helpers (Home and Neighborhood)	F-1919
Johnny Goes to the Store	F-1921
Visit to a Pet Store	F-1739
Visit to the Park	F-1738
A Trip to the Beach	F-1964
The Picnic (Conduct and Behavior)	F-599
Shopping (Conduct and Behavior)	F-597

Policeman
Fireman a
The Fire
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Summer in
Fall in Co
Winter in
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SUPPLEMENTARY MATERIALS

. . . . .	F-1317	Policeman at Work	F-1114
. . . . .	F-1063	Fireman at Work	F-1117
. . . . .	F-1096	The Fire House	F-1116
. . . . .	F-248	The Mailman	F-2106
. . . . .	F-1095	Workers for Health	F-1118
. . . . .	F-1093	Let's Visit the Dentist	F-2618
. . . . .	F-1094	Roadbuilders at Work	F-1255
. . . . .	F-1099	Signs, Shapes and Stories	F-1713
. . . . .	F-1092	On the Farm	F-773
. . . . .	F-1630	Our Poultry Farm	F-1034
. . . . .	F-1740	Milk	F-1052
. . . . .	F-1923	Spring in Country and Town	F-1234
. . . . .	F-1919	Summer in Country and Town	F-1235
. . . . .	F-1921	Fall in Country and Town	F-1232
. . . . .	F-1739	Winter in Country and Town	F-1233
. . . . .	F-1738	Animal Babies	F-1350
. . . . .	F-1964	Animals of the Pond	F-300
. . . . .	F-599	Ann Visits the Zoo	F-299
. . . . .	F-597	The Children's Zoo	F-602

Filmstrips (continued):

The Circus Gets Ready	F-600
The Lazy Bear Cub	F-680
Birds Grow	F-676
Trees Grow	F-673
Billy Goats Gruff	F-357
Chicken Little	F-376
The Gingerbread Boy	F-365
Jack and the Beanstalk	F-350
Lazy Jack	F-351
Little Black Sambo	F-373
Little Red Hen	F-362
Peter Rabbit	F-353
Red Riding Hood	F-343
The Three Bears	F-374
The Three Little Pigs	F-375
Mother Goose Rhymes	F-1022
Baa Baa Black Sheep	F-1729
Ding Dong Bell	F-1728

Funny Lit

Jack and

Mary Had

8mm Single

Caterpill

Harmful I

Helpful I

Little An

Aquarium

Goldfish

Tidepool

SUPPLEMENTARY MATERIALS

. . . F-600
. . . F-680
. . . F-676
. . . F-673
. . . F-357
. . . F-376
. . . F-365
. . . F-350
. . . F-351
. . . F-373
. . . F-362
. . . F-353
. . . F-343
. . . F-374
. . . F-375
. . . F-1022
. . . F-1729
. . . F-1728

Funny Little Man on the Wall	F-1684
Jack and Jill	F-1725
Mary Had a Little Lamb	F-1724
8mm Single Concept Films:	
Caterpillar to Moth	SCF-78
Harmful Insects	SCF-81
Helpful Insects	SCF-80
Little Animals	SCF-89
Aquarium Case	SCF-90
Goldfish Eggs Hatching	SCF-91
Tidepool Life	SCF-88

SUPPLEMENTARY MATERIALS

Sound Filmstrips:

Getting Along with the Family	SF-178
Learning to Make Friends	SF-179
On the Farm - At the Circus	SF-341
Sights and Sounds at the Circus	SF-534
In the House at Christmas	SF-343
Mary's Easter Lambs	SF-84
Mrs. Hen's Easter Surprise	SF-85
Andy and the Lion - The Biggest Bear - Cap for Sale - Little Toot	SF-299
Over in the Meadow - The Fox Went Out on a Chilly Night - Three Blind Mice - I Know an Old Lady	SF-302
The Tortoise and the Hare - The Magic Pot	SF-480
Little Sambo - The Cat Who Lost His Tail	SF-146
The Story of Little Red Riding Hood	SF-120
The Story of Puss in Boots	SF-123
Hansel and Gretel - Little Red Hen	SF-145

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Walt Disney:	
The Brave Engineer - The Chicken in the Rough . .	SF-140
The Country Cousin - The Golden Touch	SF-143
Donald's Apple Orchard - The Grasshopper and the Ants	SF-142
A Ducky Decision - Pluto's Fledgling	SF-139
Lend a Paw - Bootle Beetle	SF-144
Little Hiawatha - The Ugly Duckling	SF-138
The Tortoise and the Hare - R'Coon Dawg	SF-137
The Wise Little Hen - Jiminy Cricket in Dutch . .	SF-141
Children's Songs of Mexico	SF-225

(See the AV catalog for new SF in Spanish)

Check In
Color Code
Test I: Green
Test II: Blue
Test III: Purple

CORPUS CHRISTI PUBLIC SCHOOLS
Corpus Christi, Texas

KINDERGARTEN FOR FOUR-YEAR-OLD CHILDREN

Pupil Inventory of Skills

Pupil's Name________________Teacher________________School________________

Date: Test I________________Test II________________Test III________________

Indicate in test scoring E if performed in English
S if performed in Spanish

Skills	Pre-Test I	Mid-Year Test II	Post Test III
I. Motor Skills			
1. Participates vigorously in outside play			
2. Standing broad jump			
3. Running broad jump			
4. Jumps from 12 inch height			
5. Balances on one foot			
6. Walks on balancing beam			
7. Climbs steps with alternate feet			
8. Climbs jungle gym			
9. Is learning to skip			
10. Pedals tricycle			
11. Bounces and catches large ball			
12. Throws and catches large ball			
13. Places blocks horizontally on floor			
14. Stacks blocks vertically			
15. Creates recognizable structure with blocks			
16. Shows interest in woodworking materials			
17. Attempts to use hammer in woodworking center			
18. Pounds and rolls clay			

3. Running broad jump			
4. Jumps from 12 inch height			
5. Balances on one foot			
6. Walks on balancing beam			
7. Climbs steps with alternate feet			
8. Climbs jungle gym			
9. Is learning to skip			
10. Pedals tricycle			
11. Bounces and catches large ball			
12. Throws and catches large ball			
13. Places blocks horizontally on floor			
14. Stacks blocks vertically			
15. Creates recognizable structure with blocks			
16. Shows interest in woodworking materials			
17. Attempts to use hammer in woodworking center			
18. Pounds and rolls clay			
19. Forms crude objects with clay			
20. Puts puzzles of at least five pieces together			
21. Places pegs on pegboard indiscriminately			
22. Places pegs on pegboard forming a design			
23. Holds scissors correctly			
24. Cuts and pastes			
25. Produces unidentifiable art work			
26. Identifies objects produced			
27. Participates in finger plays			
28. Eats with spoon			
29. Holds cup with one hand			
30. Puts coat on hanger or hook			
31. Goes to toilet without help with clothing			
32. Flushes toilet			
33. Buttons buttons			
34. Zips zippers			
35. Laces shoes			
II. Perceptual Abilities			
1. Is curious and eager to learn			
2. Is interested in environment			
3. Utilizes multi-sensory factors in learning: seeing, hearing, tasting, touching, smelling			
4. Identifies familiar sounds: people talking or walking, transportation noises			
5. Recognizes differences in size and shape of concrete objects: big, little, long, short, square, round			
6. Is able to categorize objects by weight: heavy, light			

Skills	Pre-Test I	Mid-Year Test II	Post Test III
7. Is able to categorize objects by height: tall, short			
8. Identifies primary colors (red, yellow, blue)			
9. Looks at books from front to back			
10. Looks at books from top to bottom			
III. Social-Emotional Growth			
1. Responds to his own name			
2. Leaves mother after one good-by			
3. Engages in conversation with other children			
4. Engages in conversation with adults			
5. Enjoys play			
6. Plays alone			
7. Plays with one or more peers			
8. Works or plays without undue supervision			
9. Accepts classroom routines			
10. Is cooperative in classroom activities			
11. Is willing to take turns and share			
12. Demonstrates respect for rights of others			
13. Replaces material used			
14. Rests quietly			
15. Sits and listens to stories for at least five minutes			
16. Maintains self control			
17. Follows simple directions			
18. Is not overly shy or withdrawn			
19. Takes care of personal possessions			
20. Respects other people's property			
21. Is confident of his own abilities			
IV. Creative Ventures			
1. Reacts to musical rhythm			
2. Sings alone			
3. Sings songs of at least two phrases			
4. Manipulates and experiments with instruments			
5. Creates self-stylized art projects			
6. Pretends dolls are real persons			

10. Is cooperative in classroom activities			
11. Is willing to take turns and share			
12. Demonstrates respect for rights of others			
13. Replaces material used			
14. Rests quietly			
15. Sits and listens to stories for at least five minutes			
16. Maintains self control			
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19. Takes care of personal possessions			
20. Respects other people's property			
21. Is confident of his own abilities			
IV. Creative Ventures			
1. Reacts to musical rhythm			
2. Sings alone			
3. Sings songs of at least two phrases			
4. Manipulates and experiments with instruments			
5. Creates self-stylized art projects			
6. Pretends dolls are real persons			
7. Role-plays in housekeeping center			
8. Role-plays adult occupations: firemen, doctor, teacher, nurse			
9. Forms creative designs with beads on strings or pegs on pegboard			
10. Participates in creating extended projects with blocks or on sand table			
V. Concept Development			
1. Count by rote 1-5			
2. Has concept of numbers 1-5			
3. Has concept of "first" and "last" in relation to classroom activities			
4. Uses ordinal numbers through third			
5. Has concept of "oneness" and "twoness" in relation to parts of body			
6. Identifies pieces of money: penny, nickel, dime			
7. Is developing a concept of the value of money			
8. Demonstrates a concept of time: morning, night, today, tomorrow			

Skills	Pre-Test I	Mid-Year Test II	Post Test III
9. Recognizes circle, square			
10. Has concept of speed: fast, slow			
11. Adjusts bodily movements to accompaniment of regular beat which involves contrasts (slow, fast, light, heavy)			
12. Uses personal pronouns			
13. Uses correct prepositions to denote place or position on, in, under, behind			
14. Repeats nursery rhymes			
15. Is gaining knowledge that type of clothing worn is determined by weather and appropriateness			
16. Realizes that different stores sell different products			
17. Demonstrates simple health and safety practices			

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